

"Right, Fortescue. This letter from Wallacey. Olympic games..."

"Yes, Secretary of State..."

"The usual letter. I much appreciate your interest in our policies; it's letters like yours that make it all worthwhile. Then explain the Government doesn't believe in introducing politics into sport, but because of Afghanistan we are obliged now to bring sport into politics. At least, I think that's it..."

"How about the South African rugby tour?"

"Don't you start on that. Just answer the letter."

"Yes, Minister."

"I wish you wouldn't say 'Yes, Minister', Fortescue. I feel I'm being got at."

"Sir James assures me there's no truth in the rumour..."

"It'll be the first thing I get at the NUT on Tuesday..."

"Yes, Min... Secretary of State."

"There's another letter here. Should have gone to the Chancellor, I think. A Chelsea address. Signed Denis something or other, a former oil executive. It says why soak the rich when there are so many poor people available for soaking?"

"Good point, Fortescue. Tell him how much we appreciate his letter; it's letters like his which make it all worthwhile. Give him the bit about combining realism and compassion. Cannot agree with his phrasing, but there's little of substance in it. Remind him about prescription charges and school meals and holding down child benefit and putting

up capital gains tax exemptions. Sounds a sensible chap."

"I'll do that, sir."

"Any ideas for Blackpool and Harrogate, Fortescue?"

"The Department has put a few notes together, sir."

"What about Clegg?"

"Teachers branch thought you might like the OED definition: Clegg: Klegg (Norw) a gadfly, a horsefly..."

"No pedantry, thank you, Fortescue. Clegg went to No 10 on Monday. I had the PM on the phone last night. She says give them everything except money."



EDUCATIONAL SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

Round up the usual suspects and set course for Blackpool

"Perhaps you would care to leak the figures to the NUT?" "Within these four walls I'm happy to tell you..."

"Be serious, Fortescue... There are limits... cash limits. We must stand back; leave it to those blighters on Burnham..."

"But you are part of Burnham, Secretary of State."

"Don't let's go into that. If there were a serious dispute which dragged on and on like the steel strike I suppose we should have to do something."

"You could always pull the appropriate Lever..."

"Weak jokes are out of place, Fortescue. This year we ought to put educational policy in a wider context. To discuss the Budget strategy..."

"Would that be wise, Secretary of State?"

"Don't be chicken-hearted. As we've a realistic plan. All we've got to do is persuade people to stick to it for five long years..."

"Accept 20 per cent inflation..."

"Cut social benefits..."

"Watch unemployment climb to a million..."

"Then if all goes well..."

"got things back in shape a couple of years after the next election..."

"But won't that strategy lose an election, sir?"

"Mrs Thatcher, Fortescue, is a woman of principle. She won't let party politics cloud her judgment."

"Of course not, sir. The very thing we'll appreciate that..."

"While we're about it, we might as well throw in the cut of 50,000 teaching posts over the next four years, and call it Dunkirk spirit..."

"Blood, toll..."

"I think that might be going a bit far, sir. There are limits to political expediency..."

"Even Lady Young couldn't tamper with the House of Lords. You don't want NUT to turn nasty. Remember how Duke of Norfolk spoke for the village of England..."

"All right then, Fortescue. Run your own way. The mixture is a bit odd. Order a brief from store. Thirty minutes, soothing, wide-ranging (but superficial) and absolutely inoffensive..."

"The usual thing..."

"Certainly, sir... See you at the golden mile..."

THE TIMES EDUCATIONAL SUPPLEMENT 4.4.80

Most maths teachers 'undertrained'

By Bob Doe

... school maths departments do to cooperate more with other departments and lay on courses for the less able, according to HM Inspectors. Further details of last year's national survey published this week also show that inspectors found most maths teachers are in need of extra training.

Many schools need better maths teachers; over a quarter need extra training, inspectors say. For average pupils, and those aged 10 to 16 should give more of a greater share of their attention to maths.

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"Certainly, sir... See you at the golden mile..."

"The Government this week published its timetable for introducing sweeping reforms to secondary education in Scotland.

In reforms, first proposed three years ago, would enable teachers to choose their subject options open for longer, and would introduce three different levels of ability rather than the single O-level examinations.

Mr Alex Fletcher, Scottish Education Minister, said in Glasgow that the Government was working on a "development programme" to

for the less able was recommended in 63 per cent of all comprehensive schools.

One head of department in three was in need of in-service training. Over half the ordinary maths teachers were also.

Rapid changes in industry and higher education meant teachers had to keep up to date with pupils' requirements. "The knowledge of teachers needs to be refreshed and refreshed and if this knowledge is to be put to effective use teachers need to participate in regular discussion of the things which they are working to achieve."

Successful teaching of mathematics calls for more than coverage of a syllabus... the syllabus requires common sense interpretation within the experience of the pupils and the teacher needs to make plain how the ideas being studied enable people to solve a variety of problems."

Reallocation of accommodation was recommended in 27 per cent of all schools and in 45 per cent of grammar schools.

The inspectors say that between 2,500 and 4,000 more trained maths



Pupils using microprocessors at a Bromley, Kent, school.

teachers were needed to replace those who were inadequately qualified. Some 22 per cent of the maths teachers they saw were doing a postgraduate course or a subsidiary qualification in the subject.

But just training or retraining more maths teachers would not in itself solve the problem. The inspectors say there are few vacant posts,

because jobs for mathematicians have been filled by unsuitable applicants, so even if more maths teachers were available schools would not be able to take them on.

Aspects of secondary education supplementary information on Mathematics, HMSO £1.90.

Sweeping Scottish secondary reform: timetable published for new syllabus

The Government this week published its timetable for introducing sweeping reforms to secondary education in Scotland.

In reforms, first proposed three years ago, would enable teachers to choose their subject options open for longer, and would introduce three different levels of ability rather than the single O-level examinations.

Mr Alex Fletcher, Scottish Education Minister, said in Glasgow that the Government was working on a "development programme" to

draw up new syllabuses and assessment arrangements, and he would decide in 1983 whether or not to introduce these the following year leading to the introduction of the new examinations from 1986.

Under the new proposals pupils would have the opportunity of three different levels of study—a "foundation" course, a "general" course roughly equivalent to the O grade, and a "credit" course which would be stiffer than the O grade—instead of only the O level.

For all the new courses syllabuses would be wider than at present, with all pupils taking English, mathematics, and science. The "foundation" course would include a measure of internal assessment by the school.

Mr Fletcher said the new system did not mean all children would leave school with some sort of certificate; but it did mean pupils would be better motivated and would have a wider range of opportunities.

Reading standards better in Devon

Reading standards rose slightly in Devon last year, though more than one in ten of the eight-year-olds tested were in need of special help, according to the results of the county's annual reading survey.

Among the 12,000 children tested, those scoring less than 85 on the test were regarded as "in need of special help". More than ten per cent fell into this category, but this was five per cent below the national norms.

Cash plan for overseas students is considered

by David Lister

Warwick University is considering giving its departments cash incentives to recruit more overseas students. At the moment only six per cent of its students come from abroad compared with an average of 12 per cent at other British universities.

Under the scheme the university's departments could receive up to £150 for every overseas student recruited. The money would come from the overseas students' fees.

However, the scheme is regarded with deep suspicion by many university staff. This was admitted by the university's deputy academic registrar, Mr Jim Rushmore.

At a recent meeting of the senate some academics voiced fears that under an incentive scheme there would be a temptation for departments to recruit students below the necessary academic standard. Some also felt that the criteria for allocating resources to departments should be based on the needs of those departments and not on any other factor.

A special senate sub-committee is at present considering two possible schemes. One involves the creation of a fund, the income of which would be generated by a grant of £150 for each new overseas student registered. The fund would be used, every October, to make additional allocations to departments for "any extra requirements resulting from the admission of new overseas students".

The senate will take a final decision on which scheme to adopt at its meeting next month.

Comment

New oracle for primaries

Hardworking children, spending two thirds of their time on the basics. Many getting on quietly with the work; not talking much, even to teachers. Teachers: indefatigably instructing, but rarely providing children with much stimulating or thought-provoking material.

This is hardly the public ideal of English primary education—particularly after the past decade of Black Papers, William Tyndale and the Great Debate. It is, however, what seems to be happening in primary classrooms. This week the first results of a study of 58 junior and middle school classrooms is published (pages 10, 13). It tells more about teaching styles than pupil progress—a subject for future books from the project.

But already it is clear that anyone with an interest in primary schools must learn the new jargon of Leicester University's ORACLE project with six teaching styles and four kinds of pupil. Even the preliminary results are enough to show up (yet again) the fallacy of simple categories of "progressive" and "conservative" methods. They describe the constraints and drawbacks of all the styles, and suggest that the latest generation of teachers are adopting the most "difficult" and "stimulating" methods.

These findings are not yet a verdict on the more questioning, more challenging, eventually this study will help to change through different primary classes and into secondary schools. It will measure the progress of the children with different teachers adopting different methods; and show how their behaviour changes.

No doubt there will be a great deal of professional debate about the validity of the research method. But the fact remains that the ORACLE project will be the biggest bank of hard information about what teachers and pupils actually do, day by day, in primary schools that we can expect for many years.



If its results do not become a main focus of professional discussion in schools, and of in-service training, there is something wrong with the profession. No one could write off the study as too "theoretical" or "irrelevant", even though it does require a little academic application to absorb the findings. It already deserves close attention and when more results are in the Leicester team must attempt the difficult job of making their findings accessible to the widest possible public audience.

If its more modest, useful complement to the surveys conducted by Her Majesty's Inspectorate. The Inspectorate's methods of systematically organized, subjective assessment are valuable and deserve to be heeded. But the more their conclusions will need to be judged by the same criteria as all that of other systematic researchers. The Leicester study is not inconsistent with the HMI's work, but goes a bit deeper.

Stand by for the new ice age

The indications are that local authority education cuts are about in line with Government plans (see pages 10 to 13). The land and Wales are brought below the 1979-80 level, seems to correspond fairly closely to the projected cuts outlined by Ministers in November last year.

Local authority plans also provide for doing away with upwards of 10,000 jobs—first stage in the cut of £67,000 teaching jobs over five years projected in the White Paper published last week.

Government plans provide for present spending on primary and secondary education to fall between 1978-79 and 1983-84 by 6.5 per cent, while pupil numbers fall by 13.5 per cent. On the face of it this sounds pretty reasonable. But there is evidently very little room for manoeuvre; very little room in which to ease the strains which will be caused by falling rolls. The allowance for the "disincentives of contraction" has shrunk. Teacher numbers are due to fall by 12.7 per cent while pupil numbers fall by 13.5 per cent. The pupil-teacher ratio for the schools as a whole only shades from 18.8 to 18.6. This can only mean that the section of the White Paper, which assumes that 750,000 school places will be taken out of use, also assumes a big dose of closures and mergers and an energetic policy of redeployment for teachers.

The outlook for the rest of this Government's natural life appears to be one of uncompromising economy with little scope for growth or development. The number of under-fives in school is due to fall from last year's 520,000 to a 1983-84 figure of 474,000. No progress here. And at the other end of the age-range, the staying-on rate is expected to remain stubbornly unchanged throughout the period. Nobody would suggest that the schools should wallow in gloom; but the Secretary of State and his colleagues have their work cut out to present this as chances of advertising their education policies as progressive and calculated to raise standards. Nor does the outlook set out in the White Paper suggest anything which will soften opposition to the Assisted Places Scheme while this cold wind blows.

Fads and fancies in children's books

Publishers, like other speculative species, are notorious for holding their cards close to their chests, and it can therefore be instructive to inspect them at one of their children's book fairs. Last weekend the annual fairs in Bologna, and although it was what, to whom, and for how much, certain underlying currents were discernible.

Whereas last year dinosaurs had ruled, this was the year of the alphabet book. Everyone was bemoaning the death of fiction.

Eight to 11 year olds, and many more, were drawn to a close. Opinions were evenly divided as to whether "paleo" books of the Paul Zindel variety were dropping down in the charts or whether that was simply a British quirk. A London publisher was about to release a story about a deaf boy which had been published in 1965; the Dutch was heavily into that sort of thing, and so the Finns. Other London publishers were of the need for more adventure books, and one with a few competent writers means in that genre might now, they say, become rich overnight.

Certain stars were shining brightly. Raymond Briggs's *When the Day Comes* which has just appeared here, was being translated into French, American and German. *Manuscript* was selling in quantities to France, Japan, Holland, and possibly Germany, despite its obviously English nature. After all, the words are in English, and the words are in English. The paintings are by Englishmen. The book is a collection of children's drawings, and the words are in English. The paintings are by Englishmen. The book is a collection of children's drawings, and the words are in English.

There were plenty of straws in the wind. Some publishers were worried about the South African censors, who took exception to inter-racial friendship stories, to such things as pictures of cots and cradles. One medium-sized British publisher had had to double his workforce recently to cope with a colossal American order for illustrated, non-fiction series for school libraries. Two "students" were doing a business selling revolutionary Italian children's books to boarded Italian pupils, but the Third World stands were well deserted. A. & C. Black's *Book of the Day* there, looking just the same except that it was now called *Nnukapitulu*. The day of the Co-productions were everywhere in the day (it is so much cheaper to share the colour printing costs) but the visible homogeneity.

No comment

In the press release, "DITB Training Plan for 1980/81" it was stated that the Board offering incentives worth more than £1.5 million to encourage teachers to take on the job should have read £6 million. We regret this inconvenience this may have caused. Release from Distributive Industry Training Board.

More cuts

Continued from page 1

Further education when I.e.s.s. were not cut with massive cuts and the one with a few competent writers means in that genre might now, they say, become rich overnight.

Local councillors and officials were eager to admit that education was coming out better than they had feared.

"This is not a bad figure," said Mr Angela Rumbold, chairman of the Council of Local Education Authorities. "Mr. Carlisle has done extremely well for I.e.s.s. in lots of ways. We are grateful to him for achieving much of what he hopes will happen. But it's not quite as simple as that. Education spending depends on what the rest of the package looks like for local authorities. It takes such a large slice that, when local government cuts are made, education always gets cut first."

Of particular concern to local authorities are the implications of the cash limits set by the Government for 1980-81. These allow for pay and price rises of 13 per cent, with an unspecified extra amount included to make a "realistic allowance" for additional salary increases resulting from the Clegg report. Local authority representatives are extremely doubtful that they will be able to meet the bills and keep to the Government's plans.

Councillors press Carlisle for all-in decision

Four councillors in Tameside were pressing Mr Mark Carlisle, the Education Secretary, to decide whether or not the local authority can reorganise secondary schools along comprehensive lines.

They claim a decision is long overdue and that it is getting dangerous to let the area's five grammar schools and 17 secondary moderns be changed by September.

The ruling group has said it may be "no it alone" and has decided that children in the area should be taken to the 11-plus this year. The council has given notice that the school system when it was elected in 1973 would be submitted to a referendum three months ago. The council would normally expect to be allocated a secondary school place by the first week in May.

Children take day off

Thousands of London school children had a day off on Monday when a teachers' strike closed almost all of the city's schools. The decision was taken over a shorter working week and extra payments for opening schools early.

Disciplinary hearing for sacked teacher

Mr Eileen Crosbie, the 36-year-old Nottinghamshire nursery teacher suspended from duty for refusing to teach a class she considered unsafe, is to face a disciplinary hearing later this month.

After a three-and-a-half hour meeting last week, members of the Robert Mellors Primary School in Arnold, where Mrs Crosbie works, future to Nottinghamshire County Council. The county council's disciplinary sub-committee will hear her case.

Outside the meeting, shouting broke out between parents lobbying in support of Mrs Crosbie and members of the council's disciplinary sub-committee who sat on the managing body.

Mrs Crosbie's refusal to teach the nursery unit attached to the school after losing a full-time helper led to a series of strikes throughout the county by members of the National Union of Teachers. In protest at cuts in the standard of nursery education.

The Havels Road Sikh temple in Southall was first with a cheque for £25,000 in January sent to the education committee chairman Lady Henniker-Heaton as a down-payment on Villiers' new school. This was returned but talks are being held between Sikh leaders and council officers.

Last week two more applications were considered by the education committee. They were from the London Armenian Church Council and a joint application from the Houslow Jamia Masjid and Islamic Centre. It is understood that an approach has also been received from Roman Catholics interested in buying a middle school on the Conservative-controlled council have reaffirmed their opposition to any takeover of a local authority school by a religious group.

Other than the sale of Twyford comprehensive school to the London diocesan board of education, no decision has yet been taken on other offers but discussions are taking place between bidders and the council.

Religious groups queue to buy council schools

Sikh, Armenian, Muslim and Roman Catholics have approached Ealing council to buy or lease schools after the council's sale of a secondary school to the Church of England.

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Fee concession to EEC students

Students from EEC countries will only have to pay the fees charged to home students from this autumn, it was announced on Tuesday. The concession, which will affect less than 2,000 out of the total of 86,000 overseas students in Britain, is estimated to cost nearly £2m extra in the financial year 1980-81 rising to £5m by 1983-84.

The Government would have been forced to make its announcement sooner or later because a draft EEC directive obliging Britain to charge EEC students the same fees as home students is almost certain to be adopted. It has had to make the announcement now because students can no longer delay their decision to accept a place at a British university or college for the academic year starting in September.

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Accredited CACC Member ABCC

Bob Doe reports from the British Psychological Society Conference at Aberdeen

Caning condemned as sexual perversion

Corporal punishment encourages anti-social and violent tendencies amongst teachers and pupils says one of the authors of a British Psychological Society report that recommends banning the practice in schools.

Professor Bob Green of the Open University made the claim at the society's annual conference in Aberdeen this week. The sexual element was tacitly recognised by many local authority representatives, he said. The element, why are men teachers and women pupils in some areas and why are distinctions made between hitting the head and hitting the buttocks?

A BPS working party has been looking at the issue for the last three years. Professor Green was the group's convenor. The working party report has not been made public and was discussed at a closed session at the Aberdeen conference. It recommends that the BPS should lobby education ministers for a complete ban on corporal punishment in schools.

A ballot of all BPS members is to

be held on whether the Society should take what many members see as a moral stand given the limited scientific evidence on the effects of beating children.

As well as calling for a ban on beatings, the report is also understood to recommend information and propaganda exercises, as well as to discuss the 20 alternatives to hitting children suggested in the report.

Professor Green admitted that much of the evidence was anecdotal and that the improvements schools noticed in teacher/pupil relationships when the cane was abandoned. The working party had been "most impressed" by schools that had turned to more sensitive measures. He accused some teachers of getting sexual enjoyment out of beating children and suggested that the link between sex and beating rituals might mean children could find it difficult to adjust to a normal sex life later on.

Professor Green, who is a member of the Society of Teachers Opposed to Physical Punishment (STOPPP), said they had learnt over

backwards to produce a fair report. One of their embarrassments was the lack of any evidence in favour of beating.

Part of the answer was more support for teachers, he said. "Teachers must not feel isolated or defiance that they do not know how to handle." As well as a repertoire of skills to handle such situations themselves they needed backing from other staff within the school and ultimately other agencies like social workers.

At two working party meetings on the issue only the National Union of Teachers supported the initiative. Teachers' other associations said that decisions on corporal punishment should be taken at school level.

The Inner London Education authority has confirmed its intention to ban caning in all secondary schools by February 1981 despite opposition from four teacher organisations and claims from three headmasters that consultation on the issue has been a mockery and a sham.

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Bogus research 'got it right'

Sir Cyril Burt fiddled his research results but came up with the right answers it was claimed at the psychologists' Aberdeen meeting.

Mr Paul Kline, reader in psychology at Exeter University said he accepted that some of Burt's work was fraudulent for which there was no defence. But the psychologist's

influential conclusions had been subsequently shown to be substantially correct.

In particular, Mr Kline said that independent research had established Burt's notion of a general intelligence factor which was 70 per cent inherited on average, rather than due to children's environment and upbringing.

On the question of sexual stereotypes, it was reported that even children under 3 know what are "boys toys" and "girls toys". Mr Christopher Hendell of the Cambridge University Medical Psychology Unit reporting to the same symposium on sex roles said some young children were prepared to be unconventional, suggesting that sexual stereotypes determine the sex role of children.

When asked, a majority of children at a private Cambridge nursery knew which were "boys toys" or "girls toys". Among those who

saw a distinction about a third were seen to play with opposite sex toys. Among those who apparently had when asked an imperfect grasp of which were which two out of three chose the correct gender toys to play with.

Many adolescent girls expect to combine careers and motherhood, Miss Helen Weirich-Haste told the same session of the conference. She analysed essays written by 15 year olds on "my life", written as though they had reached the age of 21 and reviewing the main events of their lives.

The girls mentioned marriage and children much more than the boys but mentioned work and training just as often, particularly if they were working mothers themselves or were working class.

Children and parents demonstrated in Whitehall last week when the Government's committee on lead poisoning presented a report that failed to indict lead in petrol as a serious cause of lead toxicity.

The committee blamed food, water and industry as the main sources of lead poisoning, but the "parental lead" group claims most of the lead in food is absorbed from car exhausts absorbed by crops and livestock. Other countries, including Russia, Japan, USA, Sweden and West Germany have reduced the amount of lead used in their petrol.

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In brief

Fresh talks on rate grants plan

Metropolitan Authorities remain in talks with the Government over the controversial rate grant scheme, despite ministers' refusal to change the plan in principle.

At an emergency meeting of the association's policy committee, town hall leaders voted by a majority of 38 to 36 in favour of securing appropriate amendments to the Local Government Finance Bill, which, if passed, will replace the 1980 rate support grant with block grants.

Sir Geoffrey Taylor, chairman of the association, told the emergency meeting he was still firmly opposed to the block grant and would continue to fight it. "But to say oppose it and then to walk away from talks would be pointless," he said.

The cuts represent the abandonment of much of the commission's work to widen the scope of the experiment during the next 18 months. It followed the findings of a review that TOPS was concentrating too much on a narrow range of manual trades, and ought to do more to help a higher and a lower level.

In their reaction to the Government's plans to draw up a national curriculum, the Institute of Education said that it was an expansion of preparatory courses, akin to remedial education, which aim to prepare people for a job or for further training. Although these are not being done, the expansion planned for next year has been cancelled.

Options should be retained to ensure a balanced curriculum to release more teachers for the three years of secondary schooling. But the interests of less able children who gain little from vocational subjects should not be ignored.

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School to work

Training expansion dropped

The Manpower Services Commission, set up by a Tory administration and bolstered by its heirs, is having to bear more than its share of civil service reductions. But cutting civil servants means cutting more than red tape . . . Mark Jackson reports.



Mr Rimington: counselling pressure

plan to offer training to many of the unemployed—including those who have passed through the Youth Opportunities Programme has been dropped. It is among the casualties of a major contraction of the Training Opportunities Programme, the adult retraining

cuts in money for the Manpower Services Commission and orders from the Employment Secretary to cut his staff more drastically than the rest of the civil service mean

well skilled courses in colleges—partly to cater for the ex-employees—have been cut back and the development of new preparation courses stopped; clerical and secretarial training is cut by nearly half; and management training will be

cut. The cuts represent the abandonment of much of the commission's work to widen the scope of the experiment during the next 18 months. It followed the findings of a review that TOPS was concentrating too much on a narrow range of manual trades, and ought to do more to help a higher and a lower level.

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United States

Carter orders surprise science teaching review

by Clive Cookson

WASHINGTON President Carter has told his education officials to make a rapid assessment of the state of science education and training in the United States. About 10 people in the new Education Department and the National Science Foundation are working full-time on the job.

Mr Carter's memorandum to Education Secretary Shirley Hufscheldt and NSF director Richard Atkinson, asking them to cooperate on the review, set a deadline of July 1. By then he wants a set of policy options for improving science education at both school and university levels.

The President did not spell out his reasons for ordering the review, which has been given no publicity so far. But administration sources indicate that there are four main motives.

First, the White House is becoming increasingly disturbed by reports that the United States faces severe manpower shortages in some key areas of science and technology in the 1980s. Mr Carter is particularly worried that there will not be enough engineers to carry the country's ambitious energy programmes, notably synthetic fuels, nor to develop and build new weapons systems.

Secondly, Mr Carter and his science adviser, Frank Press, are concerned about reports that the Soviet Union has greatly improved its science and technology in the last few years and is now training far more scientists than the United States. The President made his decision to review American science education in January or February, when his post-Afghanistan anti-Russian feelings were at their strongest.

Thirdly, the rate of industrial innovation in the United States has been declining for several years, and productivity has almost stopped rising. Last year, after a lengthy domestic policy review, President Carter announced a series of government initiatives to improve the climate for innovation, but he did not include deficiencies in science and engineering education as a possible factor. Now Mr Carter wants to make up for this omission.

Fourthly, there has recently been a steady stream of studies and articles which claim that the sorry state of school science is a serious and widespread public and professional concern. American science education, particularly at the secondary school level, is a major concern of the President, who wants to respond to it.

The National Science Foundation will be making a comparison of science and engineering education in the United States and the Soviet Union, as part of its contribution to the review. One piece of evidence they are using is an unpublished

paper on Soviet science education by Isaac Wirszup, Professor of Mathematics at the University of Chicago and an expert on East European science.

He shows that the Russians made dramatic strides during the 1970s towards the goal of universal primary and secondary education, and that Soviet children receive far more rigorous exposure to science and mathematics than their American counterparts. Soviet higher education also turns out many more scientists and engineers than American colleges and universities, though it focuses much more on narrow technical training for specific jobs.

However, a senior NSF official said, "While the Russians seem to be working much harder at science and mathematics at the secondary level, it is not clear to me that this results in any improvement in the quality of research and development."

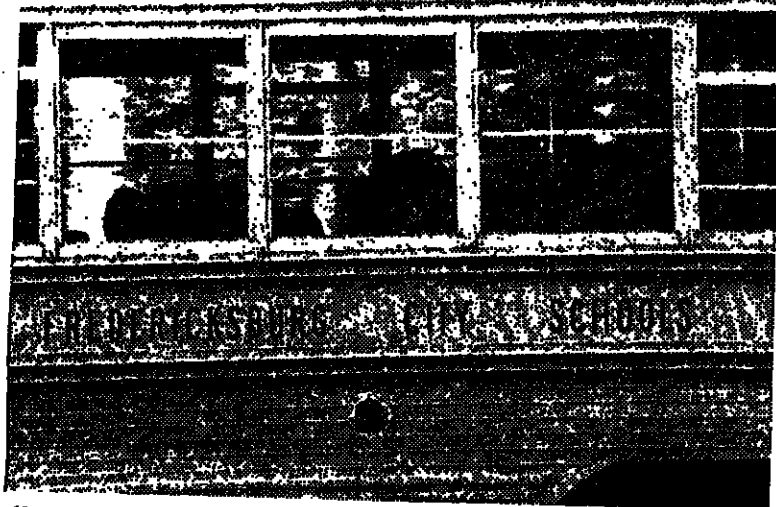
A White House science aide emphasized that the present review was in no way comparable to the explosion of concern about American science and engineering and the drive to "catch up" with the Russians that followed the launching of the first Soviet Sputnik satellite in 1957. "We don't want to charge off into another huge Sputnik enterprise," he said.

Among other Soviet-American comparisons being used by the NSF review are professional scientists and engineers by Soviet experts at the United States Census Bureau. They show that the Soviet Union now has about 950,000 scientific workers compared to 125,000 in the United States (about 620,000).

There has not been a comparable review of American science education at all levels for many years. But the National Science Foundation's review of the state of pre-college science in the United States in 1977-78 (without making specific recommendations for improvement) found that the advances made in the science curriculum 20 years ago as a direct result of Sputnik had virtually disappeared, and science teaching in American schools was no better than it had been in the 1950s.

"The cry for more stress on 'basic' skills such as reading and arithmetic has largely pushed the teaching of science into the back seat. Indeed, it had ever left," the Foundation commented. The reason seemed to be the lack of university scientists, school administrators or teachers, was really interested in school science.

The education department is starting off its part of the review by assessing the effectiveness of all the present federal programmes to support and improve science education. It will then go on to decide what new programmes might be initiated. The department will also study science education in West Germany and Japan, to see whether the superior industrial performance of these countries can be attributed to any features of their educational system.



Not a vote against bussing.

Going private

Denis Doyle on the current crisis of confidence in American state schools

American state schools will confront a major crisis of confidence in the coming decade. Long the symbol of the American dream, they have been the hope of the upwardly mobile, the bearer of American culture, and the guardian of American democracy. They represented the one social institution in which Americans of all races, social classes, and ethnic backgrounds met and worked together and achieved mythic proportions as the common ground of American society.

The myth, of course, often bore little resemblance to reality. Too often wealthy children went to school with wealthy children, poor with poor, black with black. And accessible only to those of means. But myths can reveal more about a society than the numbers and activities of the underlying reality, and it is significant that the public school myth is now fading.

It is fading because the middle class no longer believes the schools serve their purposes or satisfy their values. A decade of permissiveness and failing educational purpose is taking its toll. Falling test scores, real or imagined fears about personal safety, the use of the schools to achieve a wide variety of secondary school purposes have left the schools vulnerable and open to question.

The irony is that public schools are subject to closer scrutiny and systematic criticism precisely because Americans prize education so highly. Today's disillusionment is a function of unrealistic expectations. Johnson's Great Society dream of that education would eliminate poverty and establish racial justice. And while great strides have been made in both areas, such grand promises clearly exceed the capacity of the schools.

The evidence for this gloomy assessment is extensive. The Gallup poll, for example, shows a steady decline in public confidence over the past five years, with 48 per cent of the public saying that public schools did so in 1974. More important, however, is the changing attitude of Americans as being different in ways that suggest profound changes for the decade ahead.

Public school enrolments in most of the nation are falling. For several years this has been treated as an inevitable consequence of declining birth rates. But private school enrolments are increasing slowly but steadily, and it appears that the rate of increase itself may increase.

As life births decreased so did average family size. Fewer children home in life in conjunction with more disposable family income has a middle class forced by economic pressure to send children to private schools.

This trend had been obscured by the poor quality of private schools

data. What little was available tended to be aggregated as though private schools were all the same. For example, enrolment trends for private schools in toto still show a modest decline, because Catholic parochial elementary school enrolments are declining. But certain segments of the private school world are growing rapidly. Among "Christian Academies", for example, the rate of growth has been 118 per cent over the past 10 years.

Some critics argue that the recent growth of private school enrolments is a form of "white flight", a reaction to court ordered bussing but the evidence does not support this. Middle class blacks are over-represented in private schools. Most private schools, in fact, have explicit records in terms of racial integration. Catholic schools in particular enrol large numbers of minority groups, most of whom are not Catholic.

The flight from public school in general, and inner city public schools in particular, is neither "white" nor "black", it is middle class. If there is a common denominator to the move toward private education it is a search for "standards" intellectual, physical and moral.

The absolute growth figures are not yet high enough to cause alarm, but the trend lines suggest a major long-term change in American education. If they are to be believed, what are the likely consequences?

The most likely is the emergence of some programme of government financial support for private schools or private school students. Vouchers are probably most often thought of first in discussions of possible government aid schemes. But they are a dead letter in American education. A decade of discussion and attempts to experiment with vouchers, including serious efforts to get them out of the academy or the store, has failed.

Tax credits, however, may be a reality within the next few years. In this case government aid would be in the form of reduced income tax liability, offsetting part of the fees charged by private schools. In the more progressive versions, a "refundable" provision would be included to provide a cash transfer to low income families with no tax liability.

American economists are generally agreed that tax credits are more progressive than tax deductions in that credits reduce the amount of tax liability by a fixed amount rather than exempting income from taxation. Thus, a \$500 credit represents a larger fraction of tax liability to lower income families than higher.

Although negative transfer payments by the means of tax reduction are an imprecise way

to aid education, the States for a long history of judicial interpretation, lawyers agree that direct payments to private schools would be found unconstitutional. Credits for other arrangements provide direct support to parents and may be constitutional as a right to the child rather than to a particular institution or religious nomination.

In addition they provide an important regulation of private education, making them appealing to supporters of aid to private education. Taxation officials are not white about teaching or standards, and would be expected to leave private schools to their own devices. Vouchers, on the other hand, would be run by education officials (however reluctantly) and would be subject to greater government regulation. If professional educators, in using vouchers, helped to improve tax credits.

The second reason for the probability of success of tax credits is the principal reason. Senator Daniel Patrick Moynihan (Democrat, New York). Whatever one may say about Moynihan and his politics, he is a brilliant orator, an astute politician, and a serious part of tax credit legislation has been published in the New York Times. Whatever one may say about Moynihan and his politics, he is a brilliant orator, an astute politician, and a serious part of tax credit legislation has been published in the New York Times.

Whether or not public education quality is declining, the appearance is often more important than reality. In conjunction with changing demographics and omics, there is almost certainly a continued shift to private schools in America.

It is equally likely that this shift will lead to government financial support for private schools. The danger in all this is a "creaming" of the best and brightest to national hostilities private schools, but a redoubt on the part of state school systems to provide an education will attract and hold a wide variety of students. It is of course a dilemma, for the only source of confidence is to restore confidence. No easy task in the private sector, but one that must be undertaken.

It should come as no surprise that the most vigorous and innovative school superintendents, such as Reed of Washington DC, are the wheels in motion to establish city-wide "academic high schools". The reason? To stem the flight of many average and above average public school students to private schools.

Denis Doyle is an assistant director of the National Institute of Education, and at present a visiting professor at the Brookings Institution.

South Africa

Black hopes dashed in budget gold handout

by Kane-Berman

JOHANNESBURG Disappointment has been expressed by black spokesmen at the provisions in South Africa's 1980/81 national budget, announced in Cape Town last week. It had been high hopes that the Minister, Senator J. M. Dlamini, a former university lecturer, would use the budget's tax windfall from the gold-price for dramatic improvements in state expenditure on education.

Given the huge backlogs in educational facilities for blacks, the 3.5 per cent increase in way below needed. At a time when the government's tax coffers are overflowing, the money provided for education, R244m (2436m) was provided for defence, R1m, underlining yet again the fact that black education has become a political issue in this country.

Professor Hudson Ntsamswi, chief of the Gasekulu black "homeland", said: "It is expected that there has been a decrease, but it is still a drop in the ocean, especially in view of the expenditure on defence. What is needed is quality education to free the minds of the youth."

Black dissatisfaction at the slow rate of their education and the recent tendency of frustrated parents from Soweto and other townships to leave school and join the military training camps in the bush.

Black education picture was not altogether bleak, although progress is slow. The racial disparity in per capita state expenditure continued to narrow slowly, from 1 in 1972 to 15 to 1 in 1978-79, and 10 to 1 in 1978-79. The Government has published statistics. (The figures in 1978-79 were R74 for white and R71 per black pupil.)

For the first time, the "double session" system, in which a teacher takes two classes daily in primary schools and one in secondary schools, was normally be the case. The urban townships altogether, a special budgetary programme for the creation of additional

teaching posts to relieve the teacher shortage.

The authorities are also making special provision to enable backward children to keep up with the others. This is seen as necessary before education can be made compulsory. Mr Joubert Rousseau, Secretary for Education and Training, told the TES in an interview in Cape Town recently.

The authorities were undoubtedly jolted out of their complacent neglect of black education by the upheavals in Soweto in 1976, and some headway is finally being made in reducing the huge backlog of classrooms. Between the beginning of last year and the end of this one, Soweto will have received more than 1,000 new classrooms (some of them added to existing schools, others forming part of completely new schools).

Indeed, Mr Rousseau says, the present classroom backlog (7,000 in the urban areas) will be eliminated completely within the next three or four years, at a cost of R64m. The problem, however, is that the enrolment of blacks in school is still growing by 100,000 a year in the "white" parts of the country alone, necessitating an extra 2,500 classrooms each year over and above the backlog.

To provide enough classrooms for all black children by the mid-1980s would cost about R170m, Mr Rousseau says.

It is worth noting that of the money Senator Horwood has provided, the biggest increase goes to secondary education, in line with the Government's policy of trying to reduce the drop-out rate at black schools, which is partly due to the fact that the shortage of secondary schools is much more acute than that of primaries.

Capital spending on secondary schools is in fact to be doubled, from R8m to R16m. Given the vastness of townships like Soweto and the fact that many people are afraid to speak their minds because of continuing harassment of student and teacher spokesmen by the security police, it is immensely difficult to assess the present mood in the schools.

Some black spokesmen have said that anger is rising again, while the South African Institute of Race Relations reports bitter frustration and discontent. The fact that the per capita gap is still as wide as 10 to 1 is probably the greatest single cause of the bitter cynicism about the Government's proclaimed good intentions.

Cash dispute hits voucher plan

James Connell

BILBAO A record and acrimonious cash dispute has threatened a Bill to subsidise private schools in the Spanish Parliament.

Parents who opt to private their children to private schools are to receive 40 per cent of all the school fees equal to the cost of a public school place.

Now a major row has broken out over what the cost is. The Government estimates that it will cost £25.50 to keep a child at a state school, which caters for children from six to 14. This figure is an average; regional costs vary

from £26 a month to £32.60. But the Spanish Federation of Education Centres, the main private school association has estimated that a place at a government primary school costs £327 a year. Many private schools claim they are, in fact, cheaper than public schools.

In reply the Government has accused the federation of building in a factor of 15 per cent to cover inflation and capital costs. It has emphasised that it will not subsidise schools run on a profit-making basis.

The voucher scheme will cost the Government a staggering £181m a year, and inflation is running at 16.5 per cent.

Italian coming up fast as second language

Bill Purvis

SYDNEY An Australian authority on ethnic minorities claims that at least one million Australians will have Italian as a second language by the turn of the century.

Mr A. Grassby, the Federal Commissioner for Community Relations, says "It will come about

despite discrimination in the Australian education system. Mr Grassby said in a recent speech 70,000 Australians were now studying the Italian language and this number would swell because of several factors.

These included: the 11 Italian language newspapers published in Australia, the 45 hours a week of Italian broadcasting on Australian radio stations, and the more than 300 organisations dedicated to

Italian culture, traditions and language.

Visible signs of the Italian influence in Australia include licensed social clubs, successful soccer teams and thousands of Italian restaurants. However, Mr Grassby complained that the Italian impact on Australian society was neglected by schools that many pupils left school thinking that pizza or spaghetti was Italy's main contribution to the world.

Republic of Ireland

Northern Ireland migrants push up pupil numbers

by John Walshe

DUBLIN Migration of families from Northern Ireland could push the Republic's full-time school population up to one million within a year or two, according to an American professor who is currently working with the state's Economic and Social Research Institute.

A census conducted last April revealed that the Republic's population had risen by 387,000 over the eight-year period from 1971 to 1979. A proposed census in the intervening years was cancelled as an economy measure and the size of the increase caught many people by surprise.

The Central Statistics Office had stated that the natural increase accounted for 280,000 and the remaining 107,000 was due to immigration—a striking contrast to the long-standing pattern of net emigration.

But Professor Dale Tussing of Syracuse University believes that the immigration is probably cross-border, rather than from Great Britain.

Although he has no hard evidence he lists five pointers: "One personally knows many more people who moved from the six counties to the Republic in the 1970s than those who moved from Great Britain."

"Also the timing is right: one would expect a flight of Northerners, especially families with children, to have begun around 1973. Nineteen seventy and 1971 would have been too early."

"The Belfast population fell by about 20,000 between 1971 and 1978, and other areas in

the North may have declined as well.

"Another reason is that British statistics show no significant net emigration from England and Wales during the period. That means that re-migration of Irish people from Britain would have required offsetting movements to England and Wales from elsewhere during the same period."

Finally, migration from the North is suggested by the way the Central Statistics Office has made its erroneous migration estimates. Records are kept of net passenger movements by air and sea, between the Republic and the rest of the world. Cross-border movements are not included. This method implicitly assumes that the relationship between cross-border and cross-channel migration is a stable one. The fact that this method produced an underestimate suggests that the relationship between cross-border and cross-channel movements changed—the former rising relative to the latter.

Professor Tussing is author of a report which predicts an explosion in pupil numbers and school costs in the Republic (see TES, June 9, 1978). He has made some preliminary revision of his pupil projections in the light of the census and says that the fiscal crisis threatened will be of a greater magnitude than he originally believed.

The crisis will be partly due to current population trends. Other factors will be the increasing bill for teachers' salaries, falling class sizes and rising standards of amenities in schools, a decline in the number and financial input of religious orders, and finally a decline in the "chalk and talk" component in Irish education, which has been a technical component on the uprisal

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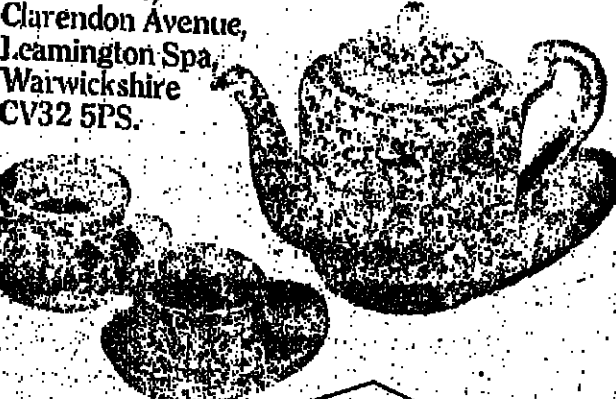
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LETTERS

Guide to the revolutionary centre

Sir—The present attempts by central government to establish a more direct influence over school curricula, and the subsequent defiance of the teacher unions, make up an unedifying spectacle. There is no mistaking public unease about our schools, but that must not be the excuse for violating the tradition that curriculum is best left to the teachers. On the other hand, teachers, and their associations, must not be complacent. In a recent article in the TES Max Morris seemed to be suggesting that all would be well if we just soldiered on. This sounds very risky.

Instead of unwarranted interference battling with complacent defiance why not beat both by putting schools in order? The way to do this, as it always has been, is by following the message taught properly by the most successful practice of education. "Successful" indicates that some useful skills are imparted, and reasonable people emerge. What more can we do?

First of all, successful practice suggests we could get rid of the word "school" and substitute "centre". A "centre" is where people of all types meet and gain from each other. We need such places. The word "school" is doing harm in our multi-ethnic and multi-cultural society.

We worry about "pastoral care" and "moral education", etc. Successful practice (in schools and elsewhere) tell us that, at base, this must be individual, built on a personal relationship of tutor and taught. The personal tutor concept is traditional in higher education, and has been taken up in many schools. The "named person" idea in the Warnock Report was most stimulating. Let us employ not only

trained teachers (including trained women teachers who are at home bringing up families or unable to get back into teaching after doing this—what a waste!) but also other responsible people who could do this job just as well. Let each young child, not only the handicapped, have a "named person", a mentor, helping her or him in personal and mental development, in concert with parents and other interested adults.

Emphasize literacy and numeracy in the "primary centres". IIMs have recently complained about too diffuse curricula in secondary schools, but perhaps it is the primary school curriculum which is spread too thin, burdened by the "hidden curriculum" of social discipline and a smattering of sciences, seldom taught properly by non-specialists. Let other agencies, eg named persons and middle centres (see below), manage this sort of work. Let "primary centres" be places where the best practice in literacy and numeracy is assiduously cultivated. Let them get very young children into the primary centres when they are ready for it (and the named person should be responsible for this), but make it compulsory for all from the age of four.

We need a tremendous range of "middle centres", eg scientific centres, environmental studies centres, workshop centres, social and community studies centres, design/technology centres, sports centres, foreign language centres, pursuits and travel centres and, on. Again, these must be centres of excellence in their own fields. The named person must negotiate the link of the young child into the middle centres. There need be no statutory

leaving age for middle centres. This way further and adult education can be interlocked. Initial education as many parents in community education have done. The range of experience in middle centres should range from the elementary to preparation for higher education.

A third level of centres could be specifically for careers guidance, with technological and industrial interests, reaching into advanced, up to higher education level. Opportunities for apprenticeship and work experience should be provided. It is in this curriculum area that direct government interference is acceptable.

The named person can negotiate entry into the vocational centre, his or her charge, working in close coordination with the experts. Entry should be compulsory at some time during his or her life, but framed on individual need, ranging from the provision of introductory courses, limited work in technology, to advanced education from vocational centre should be an accepted pattern of individual progress.

No interest stands to lose in a system. Pupil needs and interests are the common nature, the shared knowledge and research, and training and higher education need to gain from it. ALAN WEEKS, Senior Lecturer in Education, St. Mary's College, Strawberry Hill, Tring, Herts.

A sound basis for music

Sir—How encouraging to see such space devoted to defending the status of school music (March 14). Mr Walker's heartfelt cries, I'm sure, represent the feelings of many music teachers in all areas of education, who sense impending doom in the current financial climate. Music is indeed low but, as Mr Walker implies, we must do something ourselves if we believe music education to be a vital part of the school curriculum. Perhaps readers may be interested to learn of a sort of "self-help" scheme which we have started in Harrow.

Acknowledging that music teaching can be a lonely, single-handed occupation but also that unity within our sector of the profession is essential for increased status, we have endeavoured to set up a means of communication across the borough. This is in the form of the Harrow Schools Music Curriculum Project. The aim of our work, which is teacher-run, is to draw together, discuss and evaluate information, methods, materials, resources, courses and, finally, anything that contributes towards making music education a broad experience with a sound basis.

Meetings are held regularly and progress is monitored by a small

committee. Problems are isolated and shared, and experts called in to lecture, lead discussions or run workshops when further investigation is required. These activities are financed by the borough as our work is recognized as "in-service training". Where possible, we try to find our own solutions, however. For example we are currently considering ways of helping non-specialists in first schools.

Each term, 12 coordinators collate information and progress is detailed in a report which is issued across the borough. The project is in its infancy as yet but has made a promising start. It is helping to bridge the gulf between stages of education and between class and instrumental teaching. By investigating practical and philosophical issues we may come to agree that certain principles are constant in all contexts of music teaching and therefore a common foundation may be developed on which to base our work. Thus, united, and with clear objectives in view, we may gain or regain for music the status it deserves.

LINDA GILBERT, Harrow Schools Music Curriculum Project.

Surplus in the exam market?

Sir—The TES of 16.10.79, in its efforts to secure an improved examination structure for these students. But before CEE and I level become enshrined in the hierarchy, is it too late to raise some pertinent issues? (1) If these examinations are to be approved, must we be in a way which will further entrench and exacerbate the wasteful and damaging competition between CEE and CEB boards? (2) If we merely make future cooperation between them more difficult.

(2) Must the examinations be set in such a way that they add to the existing pressure for academic qualifications? We should not give further emphasis to the already wasteful and unproductive competition between schools and further education colleges. Has anyone considered seriously the resource implications

for the schools of two new examinations? The majority of sixth forms in this country are already too small to provide an adequate range of courses and combinations of subjects for existing students. There is no way in which they can provide for new examinations without taking resources from other areas of education. The paradox is that the more becomes the less able it is to command the resources it needs to make comprehensive provision.

Bearing in mind the potential of modular examinations surely it is not beyond us to fill the agreed middle ground in a less wasteful way than instituting two new examinations for what is generally accepted to be a small market. BRYAN, The Cobble, Impton, Cambs.

Claim danger in film hire

Sir—May we as a branch of teaching colleagues to read the fully the Shell Film Library Catalogue section on film hire. We borrowed about films which were shown in a school projector to an appreciative audience of teachers and pupils. By return of post we received a film damage invoice for £3,000. We are disputing the damage claim.

What has alarmed us is that we have just found out that some of our teachers' schools—my own school—one do not carry any insurance cover to meet Shell film borrowed requirements. It seems that teacher the borrower of the film would be on his own financial should a claim be made against for loss or damage.

All members of this branch now been warned not to use projectors until the matter has clarified with their own LEA. We dread to think what the cost would be for a half-hour or one film running time.

D. GIBBS, Secretary, Northumberland Tyne and Wear branch, Educational Institute of Teachers and Technology.

Victimisation after sex bias complaints

Sir—I hope you will permit me to clarify a point made in Richard Garner's report of the survey on sex discrimination in the promotion of teachers (March 21).

In a number of cases women have successfully complained about sex discrimination in appointment and promotions to teaching posts. It is not generally known that one of the provisions of the Sex Discrimination Act makes it an offence to victimise an employee who makes a complaint of sex discrimination. No case of such victimisation have yet been approved in the courts but the Equal Opportunities Commission wishes it to be known that this provision exists and that it is prepared to take up cases which are referred to it.

ERIC A. ROBINSON, Commissioner Equal Opportunities Commission.

LETTERS



He called this meeting to discuss the school's motion of no confidence in the staff.

Shakespeare's racist outlook

I wonder if I might have to comment on Germane's article on Othello, "Old Ram" (March 21).

It is good to see her emphasizing his colour but she ignores the racist nature of the play. It is his murderous passion and jealousy. Miss Greer simplifies the play by seeing it in the light of day and racism as much as it is a story about a man who is so silly for seeing it in a light except that the Mary-White Hero, but merely shifted the blame for the tragedy onto white society instead of diabolic intellect.

M. B. MENCHER, Donor, Norfolk.

Nurseries need support

Sir—Recent events have both disturbed and annoyed me as a practising nursery teacher. The rights and wrongs of the suspension of Mrs Crosbie in Nottinghamshire and subsequent union action are one factor, but my main concern has been for the children involved and for the more general effect on nursery education. This case seems to illustrate the increasingly common dilution and erosion of this sphere.

Obviously the local education committee does not appreciate the purpose and practice of nursery education as indicated by the chairman's reported remarks: "She did not give it time to see if it would work" and "we are not just getting by in nurseries. We are continuing to educate the children" ("Lone Protest Becomes Union Test Case", March 21).

The role of the adult in the nursery is more than that of caretaker, more even than of concerned child-minder—and who would dream of registering a child minder to look after 20 children aged three to five. Adults in the nursery are a resource to be compared with books in the junior and secondary school. They provide children with the language and information which will help them to come to terms with and to learn more

about their world. A ratio of 1:13 is inadequate; a ratio of 1:20 is ludicrous.

I would also refer to the implications to be drawn from the fact that teachers' jobs appear to be safeguarded but not those of nursery nurses. These assistants are qualified people, working in partnership with the teacher. Their role may be slightly different but it is equally important.

I am aware that parents and voluntary helpers can have a significant role in the nursery. My own class has a rota of regular helpers but I use them to complement the staff, not to substitute for them. It is a fact that the more voluntary people are involved, the more professional will be needed, and I consider a vital part of my work is in training parents, secondary school pupils, etc.

If Mrs Crosbie is not reinstated, and her nursery nurse is replaced, it will be a very black day for nursery education. To be effective, a high ratio of adults to children is needed to look after and educate young children and to work with their families. That is the only way to safeguard the curriculum in the nursery. JANET MORRIS, Chadwell Heath Lane, Romford, Essex.

Professor too free with words

Sir—It surprises me that so learned and eminently sensible a commentator on language and linguistics as Randolph Quirk should make such free play with words like "ponyous", "pedantic" and "formal" (March 21).

Will he please tell me why "she is taller than I" is "possibly pedantic"? What makes "Am I not?" pedantic other than Professor Quirk's personal reaction to it? And why should "copulate" (presumably the word he is too coy to

mention) be considered "possibly Latin"? As opposed to the four-letter word which I, equally subjective, am too coy to use? I am dismayed too, that he yielded so pusillanimously to the vetoing of his original "if it wasn't" (though I personally prefer "weren't"). Surely he is as authoritative an exponent of what is "correct" or otherwise as the sub-editors of The TES? STEPHEN CORRIN, 16, Russell Gardens, London.

Refuge plan not worth risk

Sir—The Government wish headmasters to cooperate with their plans to use schools as refugee centres after a nuclear attack in which millions of children will be killed (March 21). Instead of cooperating with these plans, thus encouraging the Government to continue with policies which could lead to a nuclear attack on this country, surely headmasters and all concerned with the welfare of children should be campaigning against any policy which could lead to a risk of nuclear war. If this means advocating surrender rather than risk a war, so be it. The Japanese government in 1945 surrendered, after just two small atomic bombs had been dropped on Japan, to avoid the further destruction and suffering of the people.

The survival of the nation and its children is infinitely more important than the survival of a particular ruling class or form of government. Teachers should not cooperate with any plans which encourage the Government to at risk the lives of millions upon millions of innocent children. J. V. ROYLE, Gaultby, Leicester.

Statuette hunt

Sir—I am researching the subject of statues of the founders of charity schools. Many of these figures have disappeared from their original positions on the outside of the charity schools and information as to where they have been placed for safekeeping would be of great value. I should, indeed, be grateful to hear from schools which display such effigies. BRYAN REED, 16 Mead Close, Buxton, Norfolk.



The 2nd year Junior class at St. Michael's School, Camden Town, and their teacher, Mrs. Susan Piddie, with part of the project on their shared culture.

How one small step forward in a Camden school could become a giant step forward for mankind.

Bengali, Chinese, British, Indian, Spanish, Greek and Turkish, Cypriot... children in this class at St. Michael's School, come from many backgrounds. And now they have brought their backgrounds into the foreground—exploring and exchanging differences and similarities in food, writing, dress, religion, music and art. As a result of the class has been quick-

ened, their understanding increased; and there is a blossoming of pride in identity. You yourself may have run projects with similar success. If we are to build a fair and tolerant Britain on the foundation of our classrooms today, there should be more like you. The best ideas need to be brought into the open and shared. This is the aim of Link-Up, which is sponsored by the Commission for Racial

Equality in consultation with teachers' organisations and local education authorities. We need the benefit of your experience—case histories which we can air in print and at a conference on Education for a Multi-cultural Society at Nottingham University in April. Please write to us. What you say will be treated in confidence and will not be used without consulting you.

Horace Lashley, Co-ordinator, "Operation Link-Up", Elliot House, 10-12 Allington Street, London SW1E 5EH. **Link Up** The Commission for Racial Equality in consultation with teachers' organisations and local education authorities.

Sports Diary

Every leap year, moral platitudes are trotted out concerning the Olympic Games; about the intervention of science in training, about drugs, about psychological programming. None of this should surprise anyone who takes the trouble to consider what the Games are for.

As I said last year in an outrageous book, *Playing on their Nerves*, sport is an experiment, to find out what happens to human ability in extremis. By competitive laws, financial incentives or government cajolery, sports subjects are exposed to stress—much as they can withstand. There is nothing "gamesy" about it.

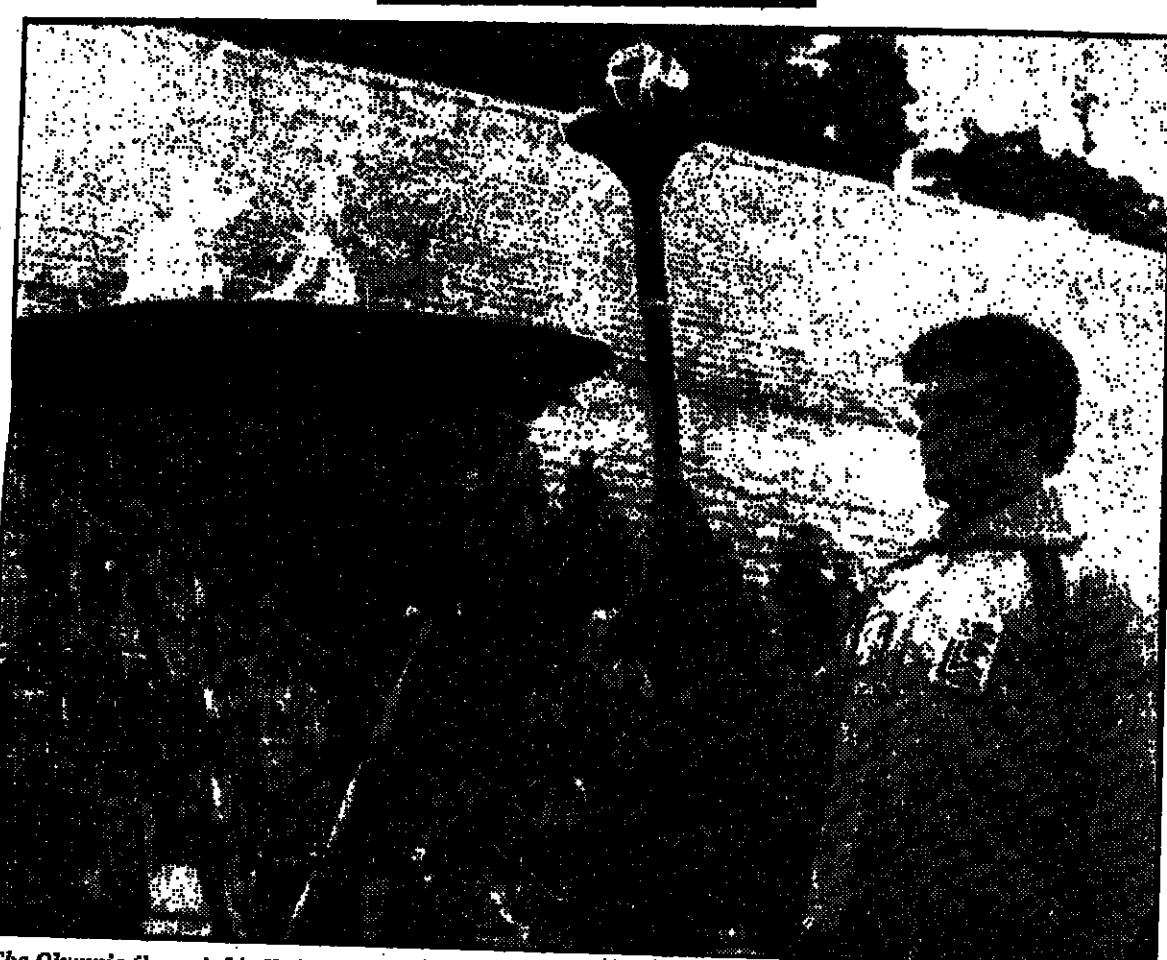
This is why, in spite of Baron de Coubertin, there will always be Olympic winners, Olympic medals, Olympic podiums and nasty little grub Street hacks to lambast athletes who "fail". You don't believe me? Well, the Olympics tend towards a logical conclusion. Why not take a leap of the imagination with me, and have a look at the centennial Games.

Deadline: July 12, 1996: Tehran. News from the Olympic village, Tehran, in those Centenary Games, once again spells disaster for Britain's fading hopes of a bronze. Not since the Olympics were revived by Baron de Coubertin in 1896 have we had it so bad.

Today 23-year-old Sid Straggler, of the Salford University Bio-mechanical team, fell in the 3,000m hurdles and Norm Normal, one of the few remaining British athletes still refusing to take the anabolic steroids stipulated by the IOC, was unable to improve on his previous best of 0.01m in the lead-footed hurdlers event.

Normal was upset after being threatened with disqualification by an East German medical official for providing a dope-free urine sample. Said Norm: "I'm taking the vitamin B₁₂ shots, the hormone shots and the lactic acid solvent. What more do they want?"

The tragedy of Normal's erratic performance in these Games has highlighted many of the problems facing the British Olympic Committee, since rule changes approved



The Olympic flame is kindled at a ceremony at ancient Olympia.

Olympics 1996—for addicts only

By Angela Patmore

by the IOC Spartacist Commission, as taking in 1996. British athletes, however, are being warned that stubborn imperialist trick of relying on nature.

British athletes sponsored by the leading chemical companies have naturally escaped censure. But some of our top track and field stars have failed to show up at any of Britain's mobile "blood-doping" units, after being told they would be required to stand in a centrifuge while their haemoglobin was separated out for reinjection. Said 25-stone shot-putter Brian Bulkhead: "I'm not spinning round in any *** centrifuge for any *** sports scientist."

In protest at British athletes' "pragmatic attitude", many of their fellow-competitors here in Tehran have taken to wearing "coiled" T-shirts on the "windows" of gold medals. And Soviet weightlifter and triple gold medalist Bigol Bigoyev, who takes 12 Turnbul capsules before each "chop", stood on the podium yesterday with the words "Baron Pierre de Coubertin was a Capitalist Spas-

tic" emblazoned across his chest.

Bigoyev has a big chest. United States' Olympic coach, John G. Smith, whose chest is even bigger, sported the words "Baron Pierre de Coubertin was a Capitalist Spas-

tic" on his chest. Asked about the slogan, Smith replied: "Don't get smart with me, British wimp." Smith is a leading representative of Dianabol, the giant United States steroid conglomerate, expected to sponsor the 2000 Olympics in San Diego.

Chairman of the British Olympic Committee, Lord Oliver, told reporters: "I dare do all that may become a man; who dares do more is a hero." Lord Oliver had expressed Britain's concern to the Spartacist Commission over the controversial "Rule 57, clause 12", which states that, in the event of a "cardiac arrest" will not in itself be considered sufficient justification for failure to complete the course.

And that competitors must carry resuscitation racks for the latter stages of the punishing cliff-face cycle race.

This clause was introduced at the last Olympics after 25 cyclists col-

lapsed and died from strychnine and amphetamine poisoning, seriously damaging their equipment. Said a Japanese spokesman for Kamikazi Bikes: "Personal extinction no excuse for vandalism."

Britain also deplores the introduction of IOC dope checks and urine tests specifically intended to discover athletes not taking drugs. British athletes have been accused of trying to circumvent the checks by swallowing large quantities of radioactive iodine and bicarbonate of soda to mask the lack of steroid deposits in their samples.

Nineteen-year-old decathlete Peter Pushover from Purfleet is the latest Briton to be disqualified after coming last in his event and providing a negative urine sample. Pushover's mother Myrtle, who came out to Tehran especially to see her son compete, said: "It doesn't seem fair to pick on Pete. He pestered out anyway."

Soviet swimmer Androgun Androgunsky yesterday defected to the BBC television tent, where four of his team-mates lounged among the hologram cameras waiting for political asylum. Androgun-

sky claimed she had been forced to shave off her moustache for speed in the water. (Last year, an entire East German girl walked out after being asked to shave her chest.)

"It is wrong to interfere with personal parts," said Androgunsky, "which is why not only I am but also others also, to the IOC."

Competitors for the 5000m style, the Soviet and East German failed to show up. "Of course, please," said British coach David Wilkie at the poolside. "One of the navvies (East German) threatened to take me to cleaners here last week for a comment I made about their swimming."

"Believing" the dubious practice of filling swimmers' large testicles with air through the canal to give them greater buoyancy, has in fact been known since 1978, when a doctor actually reported to the IOC. "Although a harmful effect is known, no possibility of objective control exists."

Swimming has been one of the more fraught sports at these tenacious Olympics, since an IOC ing on so-called "sex-shift" competitors lining up by the pool for their testosterone shots. Also, the fruitless attempts at demarcation between male and female swimmers, the Spartacist Commission issued a statement that, henceforth, for the purposes of international competition, swimmers shall be known as females, and swimmers wearing trunks only shall be known as males. Said Wilkie: "This has upset a lot of the men. They don't know whether they're coming or going."

What would Baron de Coubertin have made of these Centenary Games? Sponsored athletes, similar to the point of departure, parade in tracksuits labelled "Reckitt" and "Beck's". Japanese marathon men trot in out of radar checks to monitor micro-transmitters implanted in their spinal columns.

Soviet gymnasts like Zina Nutforn, over-the-hill at 13 despite brackish drug regimens, hand on encephaline and endorphine waves to tiny team-mates to calm them down or pay them up. And male hypodermis lug heavy electrodes to take readings of competitors' pulse to their event.

Swedish team shrink Svengali explained: "In 3rd century ancient Greeks were popping seeds, Roman chariot racers, their horses 'hydromal' to get What's new? Sport has always given the human organism a push to see how far it will go. Medals will do it; money, drugs, hormones, hypodermis will do it. We're just a little bit more sophisticated these days, that's all. And with that, he returned to his wide-eyed sprinter, having his wings tuned in.

Published by Hutchinson (1980)

Reconciling the differences

Community nurseries represent the latest attempt to bridge the pre-school gap between day nurseries and nursery schools and classes. Helen Penn reports

Recent threats to nursery education have obscured the fact that the most pressing developments in pre-school education are taking place outside the education system.

These are the community nurseries, day centres and workplace nurseries which were set up in the wake of Urban Aid and inner city funding. They are administered by education nor social service departments, but are fully state-funded. They tend to be open during working hours, and to offer full-time and sessional care on a commitment basis, to a wide group of children, in some cases aged from one to five.

They have been heralded by a series of valiant reports—the TUC charter schools; the equal opportunity unit; the TUC report, *What about the kids?*; and the Central Policy Review Unit's *Think Tank* report *Services for Young Children with Working Mothers*.

The new type of nurseries have had a direct commitment to the traditional nursery education. They have had to reconcile the differences between the "care" offered in day nurseries run by social services, and the "education" offered in nursery classes. They have frequently been set up by local and community groups, who have had a direct commitment to the policy and the practice of the nursery.

They have accepted the right of women to work, and tend to be particularly sympathetic to those parents from single-parent families and ethnic minority communities whose need to work is most pressing. They have been forced to re-examine their organization and curriculum by the need to cater for a wider range of children, including babies, for example.

A good example of such a nursery is the Avelyn Community Nursery in London, which was set up by a group of community workers from Wandsworth Council for Community Relations, and funded under Urban Aid. This nursery has attracted widespread attention for its efforts to provide multi-racial learning materials, and for the dedicated staff who have made the nursery a place where every child who attends is given the opportunity to learn from the staff and other children, and is not merely a passive recipient of care.

The nursery is a self-selecting, self-perpetuating committee, without any statutory representation, either from government or unions, and has a skeleton staff. NNEB students take a two-year qualifying course, usually in a further education college. The course includes practical experience in a wide variety of pre-school settings.

The courses vary enormously, since the board exercises its control chiefly by setting the final examination. The courses were originally aimed at 16 to 19-year-olds, but since they are not eligible for mandatory grants, many students rely on secondment, and are therefore older. The board has never renegotiated the status of the certificate, so that two years exclusive training in child care is academically worth one O level.

It does not confer entry into any related professional course such as teaching, social work, or nursing, and is a qualification without career prospects. There has been widespread criticism, which has led the board to appoint its own three-man

non-professionals in its management?

The 15 or so nursery centres which were specifically set up by local authorities under Urban Aid, as joint planning exercises between social services and education, have made the uneasy compromise of employing nursery nurses, who traditionally staff day nurseries, alongside nursery teachers. But the conditions of service of teachers and nursery nurses are very different.

Teachers are relatively well paid, work short hours, and have long holidays. Nursery nurses are poorly paid, work long hours on shifts, and have short holidays. In situations where they work together, in the same place, with the same children, there is inevitably resentment and conflict. The more independently run community and workplace nurseries have tended to solve the problem by offering identical conditions of service to all staff working in the nursery. However, nursery teachers then feel undervalued, and consider their rights eroded.

NUPE, the union which represents nursery nurses, has long concerned itself with their training and conditions of service. For the past 18 months it has funded a working party, convened by the London Nursery Campaign, to look into the issue of what qualifications and training are most suitable for those looking after and educating young children. Members of the working party included academics, researchers and administrators, as well as members from NUPE, NATPE, NUS and NNEB students.

The starting point of the enquiry has been the NNEB certificate, since it is the only qualification available which nominally provides an all-round training for those working with young children. The certificate is awarded by the Nursery Nurse Examination Board, which is a private charity founded in 1945, as an amalgamation of several smaller charities, many of which were set up to train nannies.

The board is a self-selecting, self-perpetuating committee, without any statutory representation, either from government or unions, and has a skeleton staff. NNEB students take a two-year qualifying course, usually in a further education college. The course includes practical experience in a wide variety of pre-school settings.

The courses vary enormously, since the board exercises its control chiefly by setting the final examination. The courses were originally aimed at 16 to 19-year-olds, but since they are not eligible for mandatory grants, many students rely on secondment, and are therefore older. The board has never renegotiated the status of the certificate, so that two years exclusive training in child care is academically worth one O level.

It does not confer entry into any related professional course such as teaching, social work, or nursing, and is a qualification without career prospects. There has been widespread criticism, which has led the board to appoint its own three-man



Teacher, parent, nursery nurse—who should care for the pre-school child?

Terry Williams

features

enquiry team, which is currently asking for submissions and evidence.

The other main form of training for those who want to work with young children is nursery teaching. Nursery teachers are the elite among those who work with young children. Child care is a low status occupation, involving or employing women almost exclusively.

In this context, nursery teachers are privileged, and not without reason, the NUT has been the only participatory union to refuse to adopt the TUC Under Fives Charter, and to demand from the working party report which preceded it. But the content of nursery teacher training is narrow, and falls short of the wider experience and social content of NNEB training.

There are forms of training available, voluntary and semi-professional, but offering arbitrary qualifications, based on attendance only. These are the various pre-school playgroup courses, set up by local PPA branches, and usually run in local colleges and adult education institutes, on a very part-time basis indeed, over short periods of a term or a year; and the childminder courses, which are usually run by the local social services department responsible for registration, and are still more part-time and ad hoc.

Some colleges have attempted to run diploma courses, either multidisciplinary, like that at Whitelands College, or postgraduate child development courses. However, they tend to take nursery education, with all its drawbacks, as a basis for still more professional training, and have tended to dismiss the underpinnings as irrelevant to the discussion.

The LNC working party, which is due to publish its findings shortly, has recommended building on the NNEB certificate as a basic training unit (although the board has so far shown itself to be extremely sensitive to any new proposals) but suggests locating the certificate within a structure like that operated by the Technical Education Council (TEC), which runs a flexible credit system.

Students can accumulate units at their own pace, ending up with a fairly sophisticated qualification. The suggestion would be one or two units for childminders and playgroup workers, to 12 units for the equivalent to the NNEB, eventually leading up to a CNA degree in early childhood studies, which would have the same employment status as a BEd.

The advantages of such a scheme would be its flexibility—mixed modes of attendance, full- and part-time day and block release; the possibility of entering the scheme at varying levels with varying qualifications, theoretical and practical; and accreditation for entry into other further or higher educational courses. In other words, a ladder of training opportunities which could be specifically related to different jobs, but one which maintains the recognition of a core of skills and knowledge required of all those working with young children.

Some rationalization of training for "under fives workers" is clearly necessary, since it underpins any attempt to rationalize provision. Only 18 per cent of children under five attend nursery classes. Most children, if they receive any at all, receive some other kind of pre-school experience.

A three-year-old, for example, depending where he or she lives, might go to a nursery school, where they are in the charge of trained teachers; or to a day nursery, where they are in the charge of nursery nurses; or to a playgroup, where they are usually looked after by other mothers, who have had a minimum of training; or to a child-minder, who generally is not trained at all.

The quality of care and education—and the amount paid—will be very different in each case. Responsibility for provision is split between DES and DHSS, and local authorities vary enormously in the level of their services.

No coherent policy for young children has ever been planned, organized or financed, and the low political priority of this area renders it particularly vulnerable to cutbacks. It would be a great pity if defending nursery classes was the focus of the pre-school lobby.

Helen Penn is a member of the London Nursery Campaign.

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Where the wild men are

Have teachers in primary schools really been neglecting 'the basics'? Do the newer styles of teaching result in children wasting their time? Research published this week suggests that much of the recent public debate has been conducted without reference to the reality of classroom life. Maurice Galton and Brian Simon summarise the results of their research team's classroom observations

The main findings of the ORACLE research into primary education give the lie to much of the rhetoric that has bedevilled discussion of this issue over the last decade.

Initiated by the Black Papers but fuelled by the Tyndale affair, the critique of modern methods in the primary school culminated in May, 1976, with the massive exposure accorded to Neville Bennett's *Teaching Styles and Pupil Progress*. This, presented as a condemnation of "progressive" as compared with "traditional" methods, was followed in October by James Callaghan's Ruskin College speech, which warned against the use of modern methods in the primary school.

In November *The Times* inveighed editorially against "the wild men of the classroom", comparing these with trade union disrupters. By this time the whole issue of primary school teaching had become thoroughly politicized. A general picture had gained credence of way-out teachers failing to control their pupils, who wasted their time in irrelevant and unstructured activities.

ORACLE was planned before this movement got under way. Its main concern was to discover what new forms of teaching and classroom organisation were coming into being as a result of the rapid swing towards unstreaming in primary schools which took place in the mid to late 1960s. Its long-term interest is to throw light on the relative effectiveness of different teaching styles for learning by different types of pupils in different subject areas.

The main, and relatively new, technique used is prolonged and systematic observation of both pupils and teachers as they go about their tasks in formal teaching sessions. Inside the Primary School, the first of several volumes planned, focuses on activities in the 58 classrooms studied over a single year (1976-77). The children studied were aged 8-10; later volumes will focus on their move from junior and middle to secondary school.

First, what of the charge of anarchy and wasted time? The research team found the precise opposite in the sample classrooms. The "typical" (or average) pupil in the sample was found to be fully engaged and cooperating on his task (one "approved" by the teacher) for well over half his time in the normal teaching/learning sessions.

In addition, he was "fully involved and participating in his own activities" (that is, he was not just a passive recipient of teacher's knowledge). For three-quarters of normal lesson time the "typical" pupil was, therefore, in one way or another, engaged on the task in hand.

This represents a high work rate; few adults reach this level. The general conclusion, then, is that the degree of involvement on "approved" tasks is high in the classroom observed. The empirical evidence in no way supports the generalized charges made on this issue.

The second main finding relevant here concerns the curriculum. There has, it was widely claimed, been a serious neglect of "the basics" in the primary school in favour of "creative" activities, discovery learning and the like. How far does our evidence bear this out?

A reconstruction of the curriculum

was possible, since at every behaviour coding on the schedules (at twenty-five-second intervals) the observers also coded the curriculum area on which the pupil or teacher was engaged. It was found that the "basic skills" form the major component of the curriculum, now as in the past.

Roughly one-third of the "typical" pupil's time in the ORACLE classroom was spent on skills relating to literacy,

'We found, with the HMI survey, a heavy concentration on the basic skills'

one-third to numeracy, while the remaining third was spent on "general studies", including topic and project work, science (four per cent only) and art and crafts.

In other words we found, with the recent HMI primary survey, a heavy concentration on the basic skills. Once again the ORACLE evidence gives no support whatever to the generalized charges levelled at the schools.

One other set of findings, which may have important educational implications, may be mentioned. Children spent most of their time (in the ORACLE classrooms) working individually, on their own, interacting with no one, neither their teacher nor other pupils.

At any given moment there is probably a buzz of conversation and some mobility, but this is by a changing minority of pupils. The teacher, on the other hand, is normally extremely active, but her interactions are largely individualized; the "typical" pupil interacts directly with the teacher for a very small proportion of the time.

Individualization, both of work and of teacher attention, is the primary mode used. There is some group work and some class teaching, as we shall see, and teachers vary in the use they make of these organizational forms. But overall, individualization is dominant.

These findings were derived from average use made by teachers of the various interaction categories of the observation schedules. This disguises considerable variation in the teachers in the study. The use of cluster analysis was used to identify groups of teachers whose behaviour differed from each other. This yielded three main styles.

Style 1 teachers interacted most with individual children. But, unlike Plowden ideal, they were mostly telling them what to do, and not working with them. The pressure on the teacher was such that there was little time to engage in conversation or discussion about the children's mistakes. The particular aspect of behaviour led to a group of teachers being called *class enquirers*.

Style 2 teachers spent nearly all of their time teaching the class as a whole. The time saved in this way enabled them to engage in "higher order" interactions—that is, to introduce more thought-provoking questions and statements into the lesson. These teachers spent less time telling pupils what to do, and gave more verbal feedback. Their emphasis

children spend most of their time working on their own, interacting neither with their teacher nor other pupils'

They were therefore subdivided into three further groups.

Style 4a made infrequent changes between class and individualized approaches. They worked even harder than the typical teacher, some of them interacting with children for 90 per cent of lesson time. They made more use of questioning than any other style and were associated, like the *class enquirers*, with the use of "higher order" interactions. These teachers were known as *infrequent changers*.

Style 4b, the *rotating changers*, moved children in groups from one curriculum table to another. Alternatively, in open-plan areas, children remained at the same table but exchanged their mathematics books for English ones. This system was accompanied by a high level of instructions on routine (or management) affairs, direction giving and disciplinary control.

The final group of teachers, 25 per cent of the sample, were *habitual changers*. They changed their organization regularly, often, it seemed, in an attempt to regain control of the class. This group had the lowest levels of verbal interaction with children.

These results clearly call into question the relevance of the accepted distinction between "traditional" and "progressive" teaching. Generally we found the situation to be a great deal more complex than is assumed in the over-simplified categories which have dominated discussion to date. For example, it was found that thought-provoking (or "higher order") questions and statements were used most in whole-class teaching. In individualized settings, on the other hand, the teacher's interactions were overwhelmingly didactic or managerial.

A similar analysis of pupil behaviour yielded four different types. Type 1 were *attention seekers*. These pupils succeeded in gaining more individual attention from the teacher than other pupils. They did this either by bringing out work, or by drawing attention to themselves so that the teacher called them out.

Type 2 pupils, in contrast, avoided the teacher. Conversely, they had more contacts with other pupils, but much of the conversation was not about work. These pupils were *intermittent workers*, who spent around 20 per cent of the day chatting to their nearest neighbours, while still meeting their work targets.

Type 3 pupils were model ones, if the teacher's main aim was to achieve a silent, easily managed classroom. They were *solitary workers* who rarely interacted either with the teacher or with other children. Their main contact with the teacher was as part of a class audi-

ence, where they preferred to listen to others contributing. At other times they would get on with their work on their own.

Type 4 were *quiet collaborators*. They received most of their teacher's contact as part of a small group of pupils. However, when the teacher left the group, these children behaved like *solitary workers*. They rarely talked among themselves, limiting their interactions to exchanging materials or borrowing rubbers and pens.

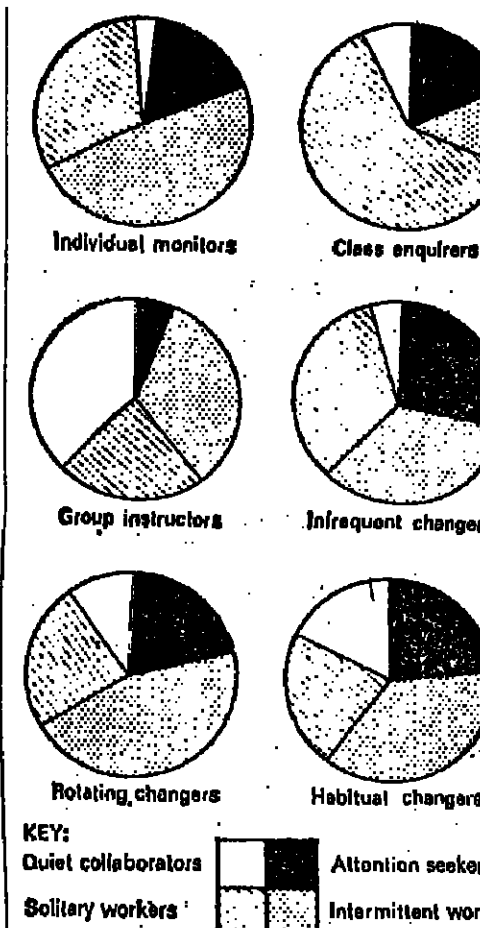
The distribution of the pupil types when taught by each teaching style shows some remarkable differences (see Figure). Nearly two thirds of the children taught by *class enquirers* are *solitary workers*. The *group instructors* have the largest number of *quiet collaborators*, as might be expected. *Infrequent changers* have the greatest number of *attention seekers*.

The *individual monitors*, *rotating changers* and *habitual changers* have above average numbers of *intermittent workers*.

Perhaps significantly, these latter three groups also have the youngest teachers in the sample. These three styles present a picture of teachers working under considerable pressure, in relatively large-sized classes. In the other three styles teachers appear to exert a more positive influence over pupil behaviour, increasing contact time through the use of group or class work.

The effectiveness of these different interaction patterns, or styles, will be examined in a subsequent volume. Even without data on pupil progress, there seems reason to question the current emphasis on the use of an individualized approach, particularly among new teachers.

In the individualized classroom, with an average of thirty pupils, it seems that teachers do not have the time to engage in prolonged guiding or educative inter-



Distribution of pupil types across teaching styles

actions, either with individuals or with groups of pupils. Their major objective must be to ensure that each pupil is productively engaged on his task. This is a complex management problem in itself.

One way of overcoming this would be to use more class teaching and group work, so increasing the level of teacher-pupil interaction. In Scandinavian countries, where the average class size rarely exceeds 20, class teaching is still part of the standard repertoire.

It is in the study of group work, however, that the ORACLE research is most illuminating.

Group work in our classrooms was found to be used largely as an organizational device, and not as a teaching strategy. There was little co-operative working, since the work was largely individualized, though seated in groups, the pupils normally worked on their own. When the teacher did have contact with the group she was more likely to tell a child, or the group as a whole, what to do, than to engage him in probing questioning designed to stimulate conversation.

Mixed sex groups also militate against cooperative working, since boys rarely talk to girls; and vice-versa. This seems to raise important issues relating to the planning and structuring of group work in primary schools.

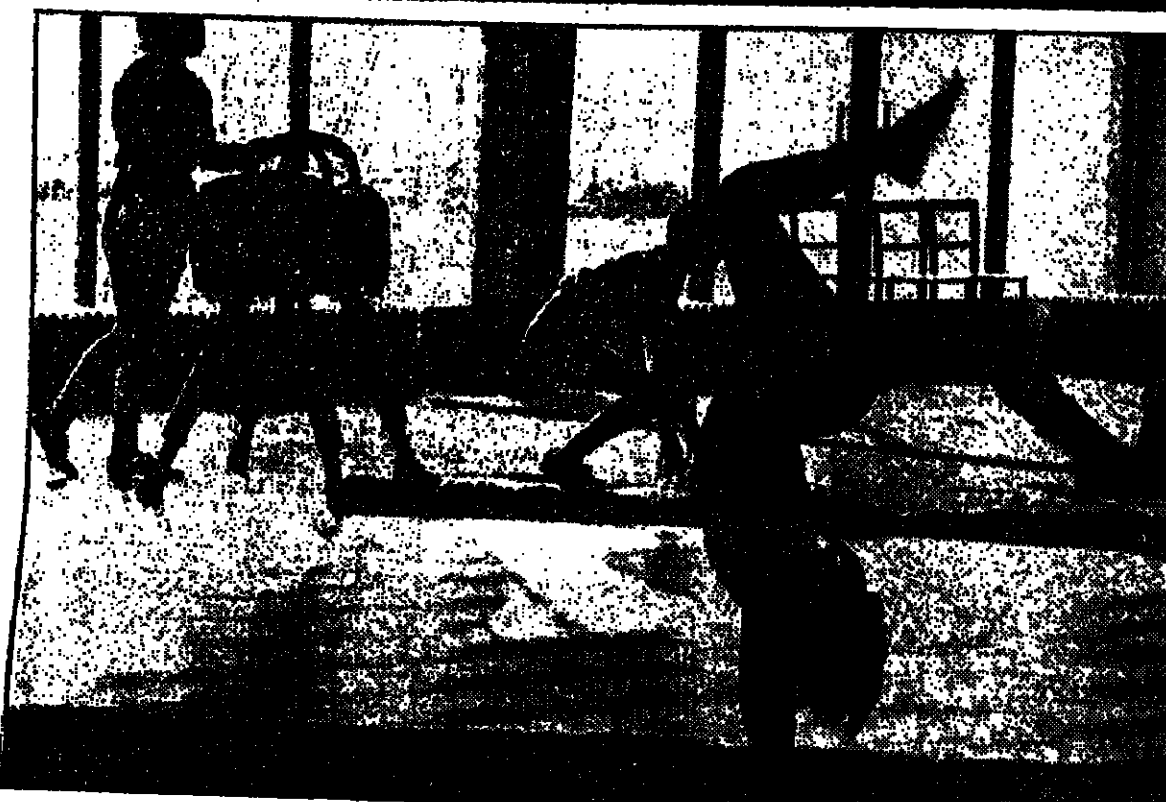
The teaching patterns emerging from this study suggest not only that many of the criticisms of the Black Paper writers are wide of the mark, but also that the analysis on which they are based is far too simplistic. At the same time it would appear that the primary revolution advocated by Plowden has yet to happen.

Our analysis reveals a picture of teachers working conscientiously but often under considerable pressure, because the demands made upon them are unrealistic. Those seeking to change existing primary practice would do well to take such factors into account.

Maurice Galton is senior lecturer in education, and Brian Simon professor of education, at the School of Education, University of Leicester. They are co-directors of the Observational Research and Classroom Learning Evaluation (ORACLE) project. The first volume resulting from their study, *Inside the Primary Classroom*, by Maurice Galton, Brian Simon and Paul Croll, was published yesterday by Routledge & Kegan Paul (£8.95; paperback £4.95); and will be reviewed shortly in the TES by Michael Armstrong.

arts

HEATHER NEIL



Gymnastics athletes—at school the foundations for a lifetime of healthy exercise may be laid.

DO WE REALLY VALUE EXERCISE?

By Adrienne Hardmann and Leonard Almond

"A strong association has been demonstrated between high levels of physical activity and a reduced incidence of coronary heart disease," Professor Peter Pantem's report to the Sports Council, the Case for Exercise, includes this definitive statement and cites evidence to convince even the sceptics that inactivity is a significant risk factor in coronary heart disease, the foremost cause of death in middle-aged children in the United Kingdom.

The 1976 report of the Royal College of Physicians and the British Cardiac Society also concludes that there is sufficient evidence to justify great concern about the sedentary life in relation to coronary heart

disease, demonstrating the medical profession's endorsement of the health benefits of regular exercise.

As evidence mounts, so too does the commitment to exercise in the high-risk groups. However, this approach to the prevention of coronary heart disease, although clearly worthwhile, is presently unaware of one such upsurge of interest among the young, despite the fact that activity levels throughout the years of growth have been steadily dropping. Obesity has been linked to childhood nutrition, adult health problems and capacity for physical work may be linked to sedentary lifestyles in childhood. The plasticity of the body is greatest during growth, particularly during adolescence, a key period of ontogenic change, and it is most vulnerable to disease, poor nutrition and, probably, lack of physical activity.

The effects of exercise on structural growth are difficult to identify, requiring longitudinal study, but a series of reviews (Ravich, ed. 1978) have shown that the topic, concluding that a certain amount of physical activity is necessary to support normal structural growth, brings levels of activity promote the development of bone, increasing mass at the expense of fat, whereas interruption of training causes decreases in body weight, largely fat, resulting from metabolic adaptations in adipose and muscular tissue.

Skeletal muscle may be particularly responsive to environmental factors, such as exercise, as cell division undergoes marked resurgence in adolescence. It seems likely that structural and physiological limitations to the working capacity of the adult are laid down during growth and it may not be possible to regain later in life what is neglected during the adolescent years.

The importance of exercise during growth is further stressed by studies (e.g. Parakkova, 1972; Shepard, 1976; and Lange Anderson, 1976) which demonstrate that the activity levels of children are reflected in their physical fitness and by longitudinal evidence of the high clinical history of coronary heart disease which may take 25 to 35 years to develop. Perhaps the most convincing contribution to the prevention of coronary heart disease is the growing child whose lifestyle and attitudes are still developing.

Physical educationists, parents and teachers concerned with health play an encouraging role in regular vigorous exercise in the young. It is not yet possible to prescribe just what represents a minimum

activity level for healthy growth but there is a consensus of opinion about the exercise requirements of the cardiorespiratory fitness which provides a useful starting point. The positive statement by the American College of Sports Medicine (1978) is consistent with the views of our own Sports Council and Health Education Council and recommends that aerobic exercise using large muscle groups, e.g. running, swimming, cycling, rowing, should be undertaken for 15 to 60 minutes on three to five days a week.

Do these reports have any implications for schools and teachers of physical education? The answer is yes. In addition to the dissemination of accurate explanation about heart disease and the raising of public consciousness about sedentary lifestyles and the deterioration of cardiovascular fitness in many adults, school life may be the only time that we can provide opportunities for young people to experience the case for encouraging habits of regular, vigorous exercise. Many physical education teachers regard health-related fitness as an important feature of their work, but the recent evidence about the benefits of regular exercise, however, is significant. It is difficult to do this, but it is possible to identify guidelines.

(1) Programmes need to focus on successful and enjoyable encounters with exercise where the emphasis is on behaviour change as well as attitudinal changes. Positive experiences tend to be repeated.

(2) A regular and consistent pattern of at least three encounters with vigorous exercise each week needs to be a central priority. (3) The school climate and environment must support and reinforce a concern for successful and enjoyable exercise.

These guidelines do not mean that most of our existing curriculum activities should be replaced; they simply mean that the teacher must focus on increasing the physical activity levels of their pupils. Are they watching pupils in such a way that they want to participate and be active or are we creating barriers and turning young people into being physically active? The school offers a provision within a regular curriculum which is increasing its reputation for success in regular exercise. The school has a successful programme in terms of the number of pupils regularly participating.

In the fourth and fifth years, courses can be designed which lay a practical basis of fitness where pupils can experience a wide variety of different ways of maintaining fit-

ness which are enjoyable and satisfying, and where the positive benefits of a lifestyle which incorporates regular exercise can be discussed and debated. Many people who regularly engage in exercise claim that well-being needs to be highlighted. Schools can organize spotlights which highlight the benefits of exercise, challenges that invite pupils to participate in a 'Jog-a-thon' or similar activities that encourage being active. These promotions stimulate interest at different times of the year and over a period of years reinforce regular habits of exercise.

It is important that teachers introduce appropriate screening procedures so that pupils are aware of their individual fitness levels during a year and over all the years they spend in school. These records are important because they teach pupils about self-monitoring and they provide teachers with essential feedback about the effect of their programmes and their stress on being physically active. Recording participation rates can be a useful tool because it clearly shows whether their message is having any effect.

In countries like Australia, Canada, France, New Zealand and North America, the idea of daily physical education in schools has gained momentum and is regarded

as an innovation that deserves professional support. Many of these innovations are being closely monitored by experienced researchers who are looking at physical education, and the role of physical education, in the interim reports are very favourable and the final reports are equally important implications for physical education.

If pupils can build into their normal life pattern habits of regular exercise over a long period of time, we are providing a basis for increasing a personal exercise perspective for when they are adults. The opportunity for establishing the pattern lies in schools, thus teachers of physical education have an important part to play in raising pupils' consciousness about the value of exercise and being physically active. We must recognize that teaching can only do so much, but the pupils in school must be maximized and theory must inform our practice.

Adrienne E. Hardmann and Leonard Almond are lecturers in the Department of Physical Education and Sports Science, Loughborough University of Technology.

NOT IN THE SWIM

By Stanley Levenson

Swimming and capitation allowances are at worst PE sufferers as the cuts bite deeply into the education system.

The biggest causes for concern are the learn-to-swim lessons throughout the country where authorities are reducing provision, charging for transport or tuition or, in extreme cases, halting lessons altogether.

According to the National Union of Teachers, which seems to be the only monitoring organization, Cheshire has wiped out swimming altogether as a school activity. Stockport has halted it at primary level, Salford has closed four secondary pools and Solihull has put a tariff on transport, tuition and admission.

Buckinghamshire has introduced a hire charge for lessons. Herefordshire is charging for transport. Hertfordshire, Kent, Northamptonshire, Cambridgeshire and Gateshead have cut their swimming budgets.

It is fair to assume that this small sample represents a national trend which will dramatically reduce in time the boys and girls able to swim—perhaps obvious indication of rising accidents and drownings in the future.

Teachers are already labouring under reduced capitation income. Mr Colin Roberts, head of PE at Marshlands High School, Newcastle-under-Lyme, probably speaks for all when he says, "We are now having to put on our heels raising events to buy the equipment in the past they were used to get the extras".

Against a background of nearly 20 per cent inflation, the problem is exacerbated while there is no time to spend on upkeep of items of equipment, let alone their working life. As one teacher says, "It's a bit like a car where you have to replace the engine, but you can't replace the car".

Reduced I.A.S. expenditure at this time of transport will probably have its biggest impact on the competitive side. Mrs Kay Morgan, of the English Schools' Basketball Association, says that a number of schools have had to withdraw from tournaments because they cannot raise the money to pay for transport.

Although there is no complete picture, most teachers believe that the grey clouds will turn black, particularly because their PE and sports budgets make no allowance for combined lessons.

WATER MANUALS

The Science of Teaching Swimming, by H. Palmer (Palham Books £10.50, 0 7297 117 77) and *Swimming Teaching: Theory and Practice* by Geoffrey Caley (Keys and Ward, £7.95, 0 7182 123 2) are both intended for physical education specialists; lectures, student teachers and teachers. Both books are profusely illustrated with line drawings and by a large cover the larger, better produced, and rather more expensive book, Mr Palmer's, work goes into greater detail on each of the points he makes. Opening with the handling of beginners, he then offers a syllabus of progressive aquatic activities, advice on the teaching of the four competition strokes and introduces synchronized swimming and water polo. While Mr Caley puts his examination of the mechanisms of swimming and the physiology and anatomy of the human body in his early chapters, Mr Palmer keeps these for a second part of the book. Both authors give due place and emphasis to water safety and hygiene. *Swimming Teaching* is a collaboration with nine contributors, published by Central Books at £8.50, 0 7147 1405 4, and is based on "Experience and Scientific Research in Sport in the German Democratic Republic". Published for the first time in English, it is already well-known in Germany where it has already gone into several editions. Once again, though, of course, less obviously related to particular curriculum needs and educational attitudes, it covers the fundamental principles of swimming in some detail.

THE SCOTTISH AMATEUR ATHLETIC JOINT COACHING COMMITTEE

THE DUNKY WRIGHT MEMORIAL AWARD COACHES-TEACHERS-RESEARCHERS

Your applications are now invited for the 1980 Dunky Wright Memorial Award. The Award is made annually "For the most significant contribution to the advancement of coaching knowledge in Athletics". The winner will receive a beautiful silver medal and present the winning paper to the 1980 International Coaches Convention in Edinburgh on the 28th-30th November, 1980, where he or she will be the guest of the Scottish Amateur Athletic Joint Coaching Committee. Your paper should cover any aspect of the coach's work, Technical or Administrative, Theoretical or Practical, but must be an advancement of coaching knowledge, have clear practical application, and be of interest to the coaching community. For further information, please write immediately to Mr A. Macdonald, Secretary, Scottish Amateur Athletic Joint Coaching Committee, 222 2nd St, Glasgow G2 2AB.

Children's literature

Phantom pirates

Nell Philip

The Hand of Robin Squires, By Joan Clark. Pp. 128. £3.75, 0 216 90804 3.

Island, By Edward Packard. Pp. 128. £3.25, 0 491 02426.

Yucca Seed, By Lynne Gessner. Pp. 128. £3.25, 0 8178 5632 3.

Phantom Horse, By Violet Trefusis. Pp. 128. £3.75, 0 216 90773 X.

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Obediah's Flag reads at times like a rather dull history lesson; Violet Bibby's early work, while never dull, suffered from a similar inability to tell the reader all he needed to know in the natural course of the story. Her later novels, however, convey both the facts and the atmosphere of history deftly and unobtrusively, and *The Phantom Horse* is no exception.

Violet Bibby's are "mystery" stories in the fullest sense of the word. They are exciting investigations of concealed facts, and they each centre round a particular trade. *The Phantom Horse*, a slight but beautifully observed tale of Dartmoor at the time of Edward II, is concerned, as was her last book, with West Country tinners. While it lacks the breadth and intensity of *Tinner's Quest*, *The Phantom Horse* is full of that feeling both for wild and mad things, and for the life which strikes a balance between the two, which has distinguished Violet Bibby's writing from the start.

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Mr Macintyre poses simple and forthright questions as he takes us systematically through the union's internal problems, their relationship with the economy, and what do you think Sir Keith Joseph (or Eric Heffer, or David Bannett, or Prince Charles) meant by this or that trenchant remark? "Clive Jenkins is presumably exaggerating when he tells us, in his last question of all, 'But what do you think...?' He has given us a very useful and varied collection of other folk's opinions to help in our deliberations, but there is little room for the concrete evidence that might helpfully support such thinking.

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But were the sixties really so dreary, the new permissiveness really so squalid, as this clinical dissection of the past 20 years seems to suggest? Disappointingly, it is this section on very recent years which is the least convincing. It is a sparse, laconic style does occasionally encapsulate an issue, like the description of Lloyd George, a cool summation of the British establishment now as then. "He was secretive by nature, confided in his mistresses and retreated to country cottages." There are, too, some suggestions of ambience, a hint of the colour of pre-1914 thinking caught in the oblique light of the setting Empire, a bare glimpse of the bleakness of resignation to early fifties austerity.

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books



"You never know who will see me" said Squirrel. Allison Utt's classic Tales of Little Grey Rabbit, re-issued by Heinemann at £4.50, keeps its charm fresh with new illustrations by Faith Jaques. More delicious than a chocolate Easter bunny.

Life badges

David Whitehead

Starting Out, By Jane Collier. Goodchild 95p. 903445 57 3.

This primer, published in conjunction with The Girl Guides Association, is a guide to practical economics for young people. It is written for students in their last year of compulsory education, and seeks to advise them about a range of choices; for example, reasons are provided why further qualifications may be desirable. The standard Lifeship questions are asked, on how one should choose a job, on relative earnings, bank accounts, insurance, sensible spending, and borrowing. Suggestions are made about alternatives in housing, and what to do if you are unemployed.

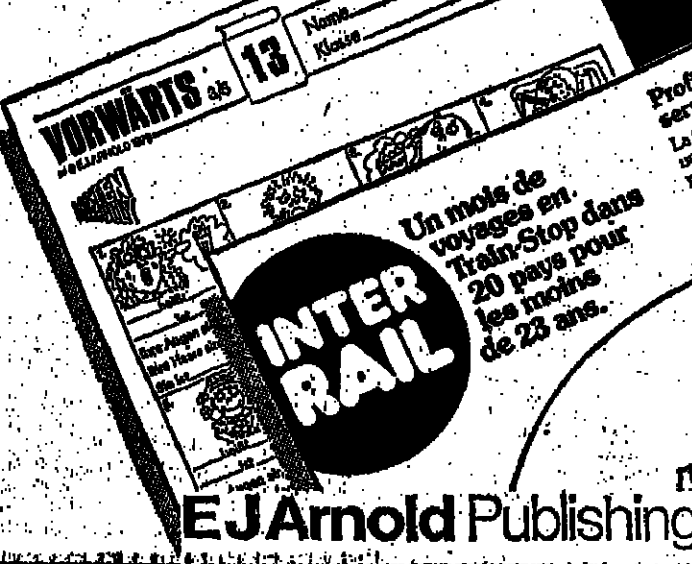
Starting Out aims to present these topics objectively, pointing out what considerations are relevant and what should be avoided. Factual information is given to aid decision-making, though some is oddly inaccurate. For example, the minimum age for driving a car. Another strange piece of advice is that, at the age of 16, one option is to stay at school and do "A" levels, as if the new sixth former did not exist, and a whole range of other courses for sixthformers were unavailable. The explanation of specialization and the division of labour on page 16 is vastly oversimplified and misleading, but the rest of the treatment is highly practical, appropriate for all "preparation for life" courses, and probably as relevant to scouts as to guides. Do you get a badge for reading it?

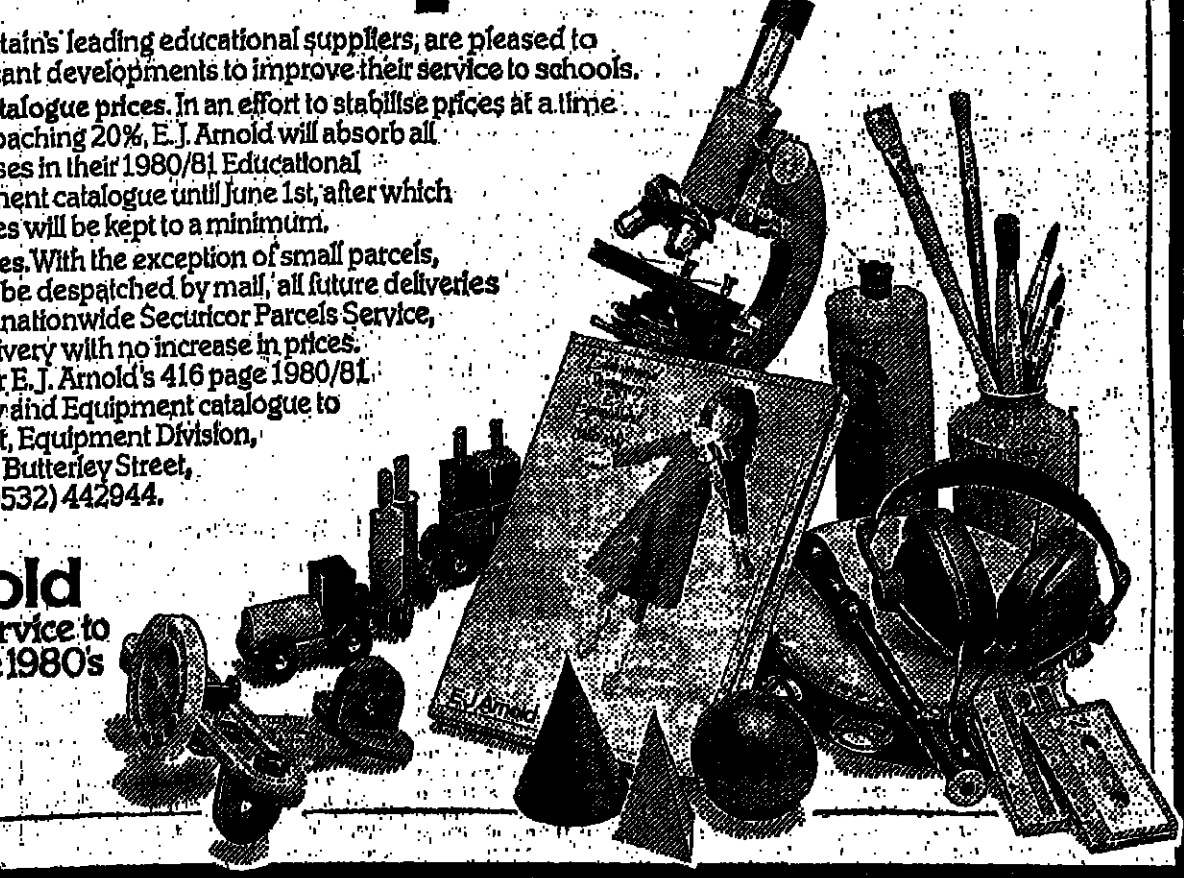
E.J. Arnold Modern Languages

Imprimé en France by Derek Utley & David Moores. A reading comprehension book for pupils with 2 or 3 years of French. Imprimé en France consists entirely of cuttings from French magazines, newspapers and brochures, giving valuable practice both in their comprehension and in the comprehension of more specific details. 90p

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For inspection copy material, further information, please write to: Inspection Copy Department, Publishing Division, E.J. Arnold & Son Limited, Butterley Street, Leeds LS10 1AX.





SECONDARY Mathematics continued

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BEXLEY LONDON BOROUGH
The Authority needs to recruit a number of

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for its Secondary Schools on a temporary basis for the Summer Term. Posts are available either on a temporary salaried basis for the whole of the term, or on a day-to-day basis filling casual vacancies according to the needs of the schools. There are vacancies for most subjects. Teachers wishing to apply for the day-to-day supply engagements are reasonably sure of being offered regular employment for the term.

Applications as soon as possible, enclosing a.s.e. (foolscap) to The Staffing Officer, Town Hall, Crayford, Kent, DA1 4EN.

Cheshire

Application forms (send a.s.e.) unless otherwise stated are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

SCALE 2 POSTS & ABOVE

Modern Languages (Scale 2)
Montford County High School, Long Lane, Warrington, Tel: Warrington 35807.
To be responsible for the teaching of German with some French, latter of application and curriculum vitae together with names of two referees to the Headmaster immediately. Further details on request. New entrants to the profession, interested in a Scale 1 post are invited to apply.

FRENCH (Scale 2)
Brooklands Comprehensive School, Brooklands Avenue, Mordred, Warrington.
A brand new, purpose built 12-14 co-educational situated in pleasant surroundings, it is still developing and several new classes will be appointed in September, 1980.
Closing date: 15th April, 1980.

SCALE 1 POSTS

Metalwork & Technical Drawing
Hatchley High School, Chester Road, Belfry, Warrington, WA6 0BY.
No. of pupils on roll 1,200.
No. of pupils in Sixth Form 275.
Closing date: September, 1980.

PHYSICS
The Catholic High School, Old Wrexham Road, Handbridge, Chester.
No. of pupils on roll 1,200.
No. of pupils in Sixth Form 275.
Closing date: 15th April, 1980.

History
Waverham High School, 100, High Street, Waverham, New Northwich.
Well equipped premises, built 12-14 co-educational situated in pleasant surroundings, it is still developing and several new classes will be appointed in September, 1980.
Closing date: 15th April, 1980.

Mathematics
100, High Street, Waverham, New Northwich.
Well equipped premises, built 12-14 co-educational situated in pleasant surroundings, it is still developing and several new classes will be appointed in September, 1980.
Closing date: 15th April, 1980.

Science
100, High Street, Waverham, New Northwich.
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Closing date: 15th April, 1980.

Music
100, High Street, Waverham, New Northwich.
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Closing date: 15th April, 1980.

Physical Education
100, High Street, Waverham, New Northwich.
Well equipped premises, built 12-14 co-educational situated in pleasant surroundings, it is still developing and several new classes will be appointed in September, 1980.
Closing date: 15th April, 1980.

Religious Education
100, High Street, Waverham, New Northwich.
Well equipped premises, built 12-14 co-educational situated in pleasant surroundings, it is still developing and several new classes will be appointed in September, 1980.
Closing date: 15th April, 1980.

Technical Studies
100, High Street, Waverham, New Northwich.
Well equipped premises, built 12-14 co-educational situated in pleasant surroundings, it is still developing and several new classes will be appointed in September, 1980.
Closing date: 15th April, 1980.

Other Posts on Scale 2 and above
100, High Street, Waverham, New Northwich.
Well equipped premises, built 12-14 co-educational situated in pleasant surroundings, it is still developing and several new classes will be appointed in September, 1980.
Closing date: 15th April, 1980.

Head of Department
100, High Street, Waverham, New Northwich.
Well equipped premises, built 12-14 co-educational situated in pleasant surroundings, it is still developing and several new classes will be appointed in September, 1980.
Closing date: 15th April, 1980.

Head of English Department
100, High Street, Waverham, New Northwich.
Well equipped premises, built 12-14 co-educational situated in pleasant surroundings, it is still developing and several new classes will be appointed in September, 1980.
Closing date: 15th April, 1980.

Head of R.E.
100, High Street, Waverham, New Northwich.
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Closing date: 15th April, 1980.

Head of Technical Studies
100, High Street, Waverham, New Northwich.
Well equipped premises, built 12-14 co-educational situated in pleasant surroundings, it is still developing and several new classes will be appointed in September, 1980.
Closing date: 15th April, 1980.

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BOROUGH COUNCIL OF SOUTH TYNESIDE
Education Department
SOUTH SHIELDS MARINE AND TECHNICAL COLLEGE

LECTURER I
Department of Business and Management Studies
(£3,765-£4,338 p.a.)
Applications are invited for the above vacant post. The lecturer appointed will be expected to assist in the teaching of Business Studies, Business Administration and Supervisory Studies. Previous industrial or commercial experience and previous teaching experience would be an advantage.

LECTURER I
Department of Natural Science
(£3,765-£4,338 p.a.)
Vacancies exist in the above Department for Lecturers Grade I to teach nautical subjects to Merchant Navy Deck Officers. Applicants must possess a Master Mariner's Certificate with recent seagoing experience. A minimum of 10 years' experience is required for the above posts. Successful applicants will be required to commence duty as soon as possible.

Application forms obtainable from the Principal, Marine and Technical College, St. George's Avenue, South Shields, NE34 6HT, by sending a stamped addressed envelope. Completed applications should be returned to the Principal or sent by post.

C. STRINGER, Director of Education.

DURHAM COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: R. Exley, M.A. (Oxon), M. Inst. P.
Required on September 1st, 1980:
DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES

(a) **PRINCIPAL LECTURER** to be responsible for College Management Courses.

(b) **LECTURER GRADE I in BUSINESS STUDIES** to teach mainly B.E.C. General and National Courses.

DEPARTMENT OF ENGINEERING

(c) **LECTURER GRADE I** to teach technical subjects mainly at Craft level to Mechanical Engineering and City and Guilds Courses.

(d) **LECTURER GRADE I** to teach Electrical Engineering subjects at Craft and Technician level.

Candidates should have appropriate qualifications and experience; a teaching qualification and experience in Further Education would be advantageous.

Salary Scale: (a) £2,550-£3,162; (b), (c), (d) £3,765-£4,338. All posts under review.

Application form and further particulars (returnable by Monday, April 21st, 1980) obtainable from the Principal, College of Technology, Cleveland Avenue, Darlington DL3 8AB, or a request of a stamped addressed envelope. Please quote letter of post in which interested.

CROYDON COLLEGE
Fairfield, Croydon, GR8 10X

SCHOOL OF SCIENCE, ARTS & FOOD TECHNOLOGY

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PROFESSIONAL COOKERY & ALLIED SUBJECTS

Applications are invited for the above post, duties to commence 1st September, 1980.

For the O.N.D. and City and Guilds 706/1 and 706/2 Courses. Candidates should possess a wide trade experience plus appropriate qualifications.

The salary for the above post is in accordance with the current Burnham Further Education Award, and is at present:

Lecturer 1 £4,176-£5,846

which includes the London Area Allowance. Additions to the scale may be made for appropriate qualifications and the point of entry is dependent on previous relevant experience.

Further details and application form may be obtained from the Vice-Principal, to whom completed forms should be returned within fourteen days of the appearance of this advertisement.

DE LA SALLE COLLEGE OF HIGHER EDUCATION
MOPWOOD HALL, MIDDLETON MANCHESTER
Department of Design and Technology

Lecturer II in Design and Technology

Applications are invited for the above post, duties to commence 1st September, 1980.

The successful candidate will be expected to teach the above range of subjects to B.E.C. (Design) and B.A. (Design) students in the Department of Design and Technology. The Department of Design and Technology is well equipped and is housed in a modern and spacious Design Centre.

Forms of Application may be obtained from the Principal, De La Salle College of Higher Education, Mopwood Hall, Middleton, Manchester M24 3XB.

Completed application forms must be received by Friday, 27th April, 1980.

COLLEGES OF FURTHER EDUCATION
continued

MIDDERSEX
The Middersex Institute of Further Education, 100, The Quadrant, London W1P 8LP, is seeking applications for the post of Lecturer in Business Studies. The successful candidate will be expected to teach Business Studies to B.E.C. (Business) and B.A. (Business) students. The salary for this post is £3,765-£4,338 p.a. Applications should be sent to the Principal, Middersex Institute of Further Education, 100, The Quadrant, London W1P 8LP.

NEWCASTLE upon Tyne
EDUCATION COMMITTEE
The Education Committee of Newcastle upon Tyne City Council are seeking applications for the post of Lecturer in Business Studies. The successful candidate will be expected to teach Business Studies to B.E.C. (Business) and B.A. (Business) students. The salary for this post is £3,765-£4,338 p.a. Applications should be sent to the Principal, Newcastle upon Tyne City Council, 100, The Quadrant, London W1P 8LP.

WAKEFIELD (City of)
METROPOLITAN DISTRICT
The Wakefield Metropolitan District Council are seeking applications for the post of Lecturer in Business Studies. The successful candidate will be expected to teach Business Studies to B.E.C. (Business) and B.A. (Business) students. The salary for this post is £3,765-£4,338 p.a. Applications should be sent to the Principal, Wakefield Metropolitan District Council, 100, The Quadrant, London W1P 8LP.

OXFORDSHIRE COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
Oxford OX1 1SA

LECTURER, Grade 1 in CATHOLIC
Applications are invited for the post of Lecturer in Catholic Studies. The successful candidate will be expected to teach Catholic Studies to B.E.C. (Catholic) and B.A. (Catholic) students. The salary for this post is £3,765-£4,338 p.a. Applications should be sent to the Principal, Oxford College of Further Education, 100, The Quadrant, London W1P 8LP.

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THE TIMES EDUCATIONAL SUPPLEMENT 4.8.80

COLLEGES OF FURTHER EDUCATION
continued

SOUTHAMPTON
LA SALLE COLLEGE OF HIGHER EDUCATION
The La Salle College of Higher Education, 100, The Quadrant, London W1P 8LP, is seeking applications for the post of Lecturer in Business Studies. The successful candidate will be expected to teach Business Studies to B.E.C. (Business) and B.A. (Business) students. The salary for this post is £3,765-£4,338 p.a. Applications should be sent to the Principal, La Salle College of Higher Education, 100, The Quadrant, London W1P 8LP.

READING
THE UNIVERSITY OF READING
The University of Reading is seeking applications for the post of Lecturer in Business Studies. The successful candidate will be expected to teach Business Studies to B.E.C. (Business) and B.A. (Business) students. The salary for this post is £3,765-£4,338 p.a. Applications should be sent to the Principal, University of Reading, 100, The Quadrant, London W1P 8LP.

UNIVERSITY APPOINTMENTS
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WEST SUSSEX
UNIVERSITY OF SUSSEX
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Senior Adviser for Primary Education (Early Years)
(Readvertisement)
Salary £10,251 to £11,058
Required from September, 1980.
You should have a first-class background of teaching and advising, together with experience of contributing at a senior level to an Authority's policies and policies, including in-service training and cooperation with other agencies, in education for three-to-eight-year-olds.
The post is based at County Hall.
A car allowance will be paid.
Further details and application form (B.A.E. 6) required from Chief Education Officer, County Hall, Topham Road, Exeter, Devon. Tel: Exeter 7777, extension 203, returnable by April 11, 1980.

DEVON

Education Department
Full-Time Youth Worker
(Revised Salary)
Have you a flair for working with young men and women? Are you responsive to the needs of a light-knit community? A vacancy exists for a suitably qualified youth worker to take charge of THAMES VIEW CLUB which is situated in an estate isolated from the rest of the Borough by the A13. The purpose-built centre offers generous accommodation with access to a grassed area. Suitably qualified applicants will be offered J.N.C. rate of pay, i.e. (payscale according to experience) £4,000-£4,500 p.a. (plus pension). This is a full-time position. Consideration may be given to appointing a youth worker.
For forms of application and further particulars write to the Chief Education Officer, Town Hall, BARKING, Essex. SS11 7LU, quoting source of this advertisement.

Barking & Dagenham
LONDON BOROUGH

THE TIMES EDUCATIONAL SUPPLEMENT 4.8.80

COLLEGES OF FURTHER EDUCATION
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Primary Teacher with Language Specialism
Sudan
for an established day school, now rapidly expanding, for children of expatriate employees of the KENANA SUGAR COMPANY LIMITED located 250 kms. south of Khartoum. The Sudan Government is the major shareholder in the company which has been established to develop one of the world's largest irrigated sugar estates.
There are present three classes and about 40 children aged 4½ to 11. Until now almost all have been English speaking but the numbers are likely to double during this year with a large number of newcomers being Spanish speaking.
A Primary Teacher is now required qualified to teach English as a foreign language and ideally fluent in Spanish. It is intended, however, that English will remain the teaching language and the education based on the English school system. Experience abroad would be an advantage but newly qualified teachers will be considered.
Salary, based on Burnham scales, consists of an expatriate element plus an 'adequate local living allowance' in addition an end of contract gratuity amounting to 15% of the expatriate element plus a discretionary incentive bonus. Salary and bonus are free of tax.
* Free fully furnished single or conditioned accommodation.
* Free economy class travel and 60 days annual leave.
* Swimming, tennis, squash and other club activities available.
* Free medical attention.
Please write - in confidence - to R. M. Cooper Ref. AA.6638. Further information will be sent.

MSL
Management Selection Limited
International Management Consultants
474 Royal Exchange Manchester M2 7EU

Overseas Appointments

KENT
Kent County Council are seeking applications for the post of Lecturer in Business Studies. The successful candidate will be expected to teach Business Studies to B.E.C. (Business) and B.A. (Business) students. The salary for this post is £3,765-£4,338 p.a. Applications should be sent to the Principal, Kent County Council, 100, The Quadrant, London W1P 8LP.

NAIROBI
NAIROBI COLLEGE OF HIGHER EDUCATION
The Nairobi College of Higher Education is seeking applications for the post of Lecturer in Business Studies. The successful candidate will be expected to teach Business Studies to B.E.C. (Business) and B.A. (Business) students. The salary for this post is £3,765-£4,338 p.a. Applications should be sent to the Principal, Nairobi College of Higher Education, 100, The Quadrant, London W1P 8LP.

SPAIN
Applications are invited for the post of Lecturer in Business Studies. The successful candidate will be expected to teach Business Studies to B.E.C. (Business) and B.A. (Business) students. The salary for this post is £3,765-£4,338 p.a. Applications should be sent to the Principal, Spain, 100, The Quadrant, London W1P 8LP.

YOUTH AND COMMUNITY SERVICE
CROYDON
The Croydon Youth and Community Service is seeking applications for the post of Lecturer in Business Studies. The successful candidate will be expected to teach Business Studies to B.E.C. (Business) and B.A. (Business) students. The salary for this post is £3,765-£4,338 p.a. Applications should be sent to the Principal, Croydon Youth and Community Service, 100, The Quadrant, London W1P 8LP.

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KUWAIT
THE ENGLISH SCHOOL
FAHAHEEL
An independent Primary School of 350 English-speaking pupils

HEADTEACHER

required for the post of Head Teacher to assist present Head and to ensure the school's progress from January, 1981.
The Management Committee seeks an adaptable, single married, aged 35-45 years, with a minimum of 10 years' experience in primary education, for this challenging and exciting post. The successful candidate will have held a position of responsibility, with knowledge of educational administration. Previous experience abroad advantageous.
Salary will reflect the considerable responsibilities the post entails. No income tax here. Rent-free housing, medical cover and insurance. Employer's portion of U.K. Superannuation, if applicable. Generous 'settling-in' allowance. Local 'leave' for a long summer holiday. Annual U.K. salary 1980-1981. Initial 1-year contract, which could be renewed. Accrue benefit payable at end of final year of service.
Applicants with enthusiasm for challenging, high academic and social standards are invited to submit a letter of application, giving full details of qualifications, experience and references, with copies of all testimonials held, names of three referees and Passport photograph to this Chairman, The English School-Fahaheel, P.O. Box 1203, FAHAHEEL, KUWAIT, ARABIAN GULF. Closing date for application 30th April, 1980.

SWITZERLAND
AIGLON COLLEGE
The British International School in the Alps for 250 boys and girls aged 11-18 requires for September, 1980:

1. Head of English to run a department for a wide range of abilities and backgrounds. Must be experienced and qualified in EFL work as well as traditional GCSE teaching.
2. Assistant English Teacher/Librarian Combined post for a teacher with experience in EFL work and library organisation.
3. Melton SRN responsible for care and health of all students and staff. Some knowledge of French required.

Applicants must be prepared to respond to the challenges of working in an international community and to make a full contribution to the life of the school in which the care of the individual and spiritual values are stressed. Knowledge of French, ability to help with outdoor and/or cultural activities an advantage. Apply in own handwriting with curriculum vitae, essay testimonials, two references and phone numbers (own and referees) to the Headmaster, Aiglon College, 1885 Chaux-de-Villars, Switzerland, Tel.: (026) 35 27 21. Interviews by arrangement at school or in London.

KUWAIT
THE ENGLISH SCHOOL - FAHAHEEL
An independent Primary School for mainly British children

TEACHERS FOR SEPTEMBER, 1980

Adaptable, single female teachers of British nationality, aged 25-35 years, U.K. qualified, and with minimum of seven years' experience, capable of teaching:

1. UPPER INFANTS to Year 6 with enthusiasm for Art, Craft and Needlework; Ability to teach French advantageous.
2. MUSIC to all classes from 4 to 11 years, with ability to organise Percussion work, light Choir, prepare children for concerts, etc. (Primary teacher with piano to Grade 5 suitable).

Applicants must hold a valid British Driving Licence.

TERMS: Minimum salary commensurate with experience. Kuwaiti Diar 3,182,000 fih per annum (current exchange rate K.D. 1,000 fih £1.48). No income tax here. Free shared accommodation and free utilities, free medical cover and insurance. Generous 'settling in' allowance; local 'leave' and long summer vacation. Return air passage upon completion of one-year contract, which could be renewable.

Detailed letters of application stating qualifications, experience and specific interests, with copies of all testimonials held, names of two referees and Passport photograph to the Headmaster, The English School-Fahaheel, P.O. Box 1203, FAHAHEEL, KUWAIT, ARABIAN GULF, by 2nd May.

CAREERS OFFICER
(£4,302-£5,047)
FOR GRAVESEND DIVISION
Applicants should possess the Diploma in Careers Guidance or an equivalent qualification.
Further particulars and application form, returnable by 25 April, from W. H. Petty, County Education Officer, Springfield, Malden, ME14 2LJ, phone (0622) 671411, ext. 2388. (Ref. C/100.)

KENT COUNTY COUNCIL

